

# DOCUMENT RESUME

ED 243 752

SO 015 585

TITLE Social Studies Graded Course of Study: K-12.  
 INSTITUTION Euclid City Schools, Ohio.  
 PUB DATE May 82  
 NOTE 185p.  
 PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC08 Plus Postage.  
 DESCRIPTORS \*Basic Skills; Behavioral Objectives; Concept Teaching; \*Curriculum Design; Curriculum Development; Economics; Elementary Secondary Education; European History; Family (Sociological Unit); Humanities; Non Western Civilization; \*Sequential Approach; \*Social Problems; Social Sciences; \*Social Studies; United States Government (Course); United States History; World History; World Problems

## ABSTRACT

A K-12 social studies curriculum organized around concept teaching and skill development is presented in five sections. Section 1 contains general information on philosophy and program goals. Section 2, subdivided into 7 parts, outlines the courses of study for grades K-6. Presented in chart form, each grade level description outlines major concepts in history, geography, economics, political science, behavioral science, and philosophy. This is followed by a description of the major topics of instruction. For example, the topics for kindergarten are families, seasons, and holidays; for grade 1, families and holidays around the world; for grade 5, the United States. Section 3 presents shared skills and broad instructional objectives for grades K-6. Separate charts outline informational, communication, interpretive, and intergroup relation skills. Section 4 consists of charts detailing the social studies skills and instructional objectives for grades K through 6: selecting, reading, and evaluating social studies materials; problem solving; interpreting maps and globes; and understanding time and chronology. Section 5 presents, in outline form, the major social studies concepts for grades 7 and 8 and a chart of scope and sequence for those grades. In the final section, an overview of required and elective courses for grades 9-12 is followed by the instructional objectives and content for 16 high school courses including social problems, world history, humanities, psychology, crime and prisons, and death and dying. Suggestions for student evaluation conclude the publication. (LP)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

U.S. DEPARTMENT OF EDUCATION  
NATIONAL INSTITUTE OF EDUCATION  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

- ☐ This document has been reproduced as  
received from the person or organization  
originating it.  
☒ Minor changes have been made to improve  
reproduction quality.

- Points of view or opinions stated in this docu-  
ment do not necessarily represent official NIE  
position or policy.

"PERMISSION TO REPRODUCE THIS  
MATERIAL HAS BEEN GRANTED BY

*William G.  
Dodds*

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)."

EUCLID CITY SCHOOLS  
EUCLID, OHIO

COURSE OF STUDY  
SOCIAL STUDIES K - 12

EUCLID BOARD OF EDUCATION

Walter N. Schwegler, President  
Shirley M. Nurmi, Vice President  
Daniel P. Flowers  
Mary K. King  
Denise Grace-Turek

ADMINISTRATION

Dr. Ernest A. Husarik, Superintendent of Schools  
Dr. Robert Wightman, Assistant Superintendent  
Dr. William G. Dodds, Director of Instruction

TASK FORCE MEMBERS

Jean Ambler  
Shirley Baxter  
Michael Burns  
Clarice Dittmar  
Frank Hoffert  
Anthony Mancuso  
Leonard Weisenberg

May 1982

TABLE OF CONTENTS

K - 12

SOCIAL STUDIES GRADED COURSE OF STUDY

|                               |     |
|-------------------------------|-----|
| Resolution .....              | i   |
| Introduction .....            | ii  |
| Philosophy .....              | iii |
| Program Goals Statement ..... | iv  |
| Kindergarten .....            | 3   |
| Grade One .....               | 9   |
| Grade Two .....               | 15  |
| Grade Three .....             | 21  |
| Grade Four .....              | 27  |
| Grade Five .....              | 33  |
| Grade Six .....               | 39  |

SHARED SKILLS/BROAD INSTRUCTIONAL OBJECTIVES, K-6:

|                                |    |
|--------------------------------|----|
| Information Skills .....       | 45 |
| Communication Skills .....     | 53 |
| Interpretation Skills .....    | 55 |
| Intergroup Relationships ..... | 57 |

SOCIAL STUDIES SKILLS/BROAD INSTRUCTIONAL OBJECTIVES, K-6:

|                                                                  |    |
|------------------------------------------------------------------|----|
| Selecting, Reading, and Evaluating Social Studies Material ..... | 59 |
| Problem Solving in the Social Studies .....                      | 61 |
| Interpreting Maps and Globes .....                               | 65 |
| Understanding Time and Chronology .....                          | 71 |

|                                         |     |
|-----------------------------------------|-----|
| Grades Seven and Eight .....            | 77  |
| Grade Seven .....                       | 83  |
| Grade Eight .....                       | 91  |
| Scope and Sequence .....                | 101 |
| GRADES NINE THROUGH TWELVE:             |     |
| Required and Elective Courses .....     | 103 |
| Social Problems .....                   | 107 |
| World History .....                     | 115 |
| World Problems .....                    | 125 |
| Contemporary Non-Western Cultures ..... | 133 |
| American History .....                  | 141 |
| American Government .....               | 151 |
| Humanities .....                        | 157 |
| Economics .....                         | 163 |
| Psychology .....                        | 169 |
| Social Institutions .....               | 175 |
| Contemporary America .....              | 181 |
| Crime and Prisons .....                 | 187 |
| Death and Dying .....                   | 191 |
| Marriage and the Family .....           | 195 |
| European History .....                  | 201 |
| The Individual and Society .....        | 213 |
| Scope and Sequence .....                | 219 |
| Evaluation .....                        | 221 |

Regular Meeting  
May 10, 1982

RESOLUTION NO. 82-5-190

COURSE OF STUDY - SOCIAL STUDIES  
K-12 - APPROVED

RESOLVED that  
the Euclid Board of Education adopt the following graded course of study for social studies,  
K-12, in compliance with ORC 3313.60.

Copy of the course of study available in the office of the Director of Instruction.

## GRADED COURSE OF STUDY

### SOCIAL STUDIES

#### INTRODUCTION

Social studies in the Euclid City School System is implemented through the conceptual approach. Perceptions and experiences alone have no meaning until we organize them into concepts with common qualities and characteristics. The Euclid City Schools' social studies program develops concepts through the mastery of basic skills which are presented and re-emphasized throughout K-12.

## GRADED COURSE OF STUDY

### SOCIAL STUDIES

#### PHILOSOPHY

The Euclid City Schools', grades K-12, philosophy for social studies seeks to prepare students to become enlightened American citizens. This philosophy recognizes the need for active participation in the evaluation of one's own future and also that of his/her country. As the program expands, the learners should develop an awareness of the value of their roles.

Respect for and understanding of our democratic process, tolerance for laws, and recognition and commitment to the rights of others are important concerns of the social studies teacher. Individual potential and critical thinking shall be promoted.

A variety of educational experiences will be provided through the use of multi-media and multi-disciplinary approaches. Operationally, social studies provide for individual differences and create a motivating environment for growth and research. It is the function of social studies teachers to guide young people to comprehend the source of their activities, beliefs, values, and to help make them alert to alternatives.

## GRADED COURSE OF STUDY

### SOCIAL STUDIES

#### PROGRAM GOALS STATEMENT

Program goals should include knowledge, patterns of thinking, values, feelings, and skills

Overall goals in our social studies program are:

- to develop a mode of inquiry and a sense of discovery
- to develop skills needed to identify, analyze and reach conclusions about a problem, and a willingness to assume responsibility for its solution
- to develop an understanding of how the parts of that discipline are related
- to develop an understanding of how the knowledge of that discipline may be acquired, viewed, and stressed
- to transmit a society's culture or way of life to its young people
- to foster the growth of consistent, reasoned values that develop a respect for the dignity and worth of all nationalities, races, and creeds
- to instill a lasting interest in our human society
- to assist in the changes and improvement of the culture
- to develop skills for the evaluation of new technology
- to develop a respect for the natural environment
- to develop a self-awareness in the social studies focused on those mental tasks as they relate to the work of the historian, the geographer, or the social scientist
- to develop an understanding of the nature of the world, the heritage of the past, and the totality of the contemporary social life
- to develop critical thinking, the necessary reading comprehension skills, and effective oral and written communication skills
- to develop attitudes that will lead to responsible citizenship

GRADED COURSE OF STUDY

MAJOR CONCEPTS FOR SOCIAL STUDIES

KINDERGARTEN

COURSE OF STUDY  
MAJOR CONCEPTS FOR SOCIAL STUDIES  
KINDERGARTEN

HISTORY

Change

School rules and routines differ from, but are related to those of the family

Continuity

Holidays celebrate our historical heritage

Cause and Effect

Change may aid some people and hurt others

Playing fairly makes games more enjoyable

Historical Interpretations

What people do and say affects others

GEOGRAPHY

Spatial Relationship

Home and school are located on earth with each a certain distance and location from each other

Maps

A diagram of one's home or school is a type of map

Region

Each home is unique. A family living in one home may be different from one living in another home

Linkage

School is linked to the pupil's home

New Geographies

Earth materials have been used to build our homes and schools

ECONOMICS

Scarcity

All members of the family are consumers; some are the producers of goods and services

Specialization

Each individual has specific responsibilities at home and at school

Price

The employed members of the family receive money for their work. They buy goods and services which they need but do not produce themselves

Economic Alternatives

Family income spent for various needs influence decisions as to what goods and services are to be produced

Business Cycles

Family income and family stability influence the nation's economy

## KINDERGARTEN

### POLITICAL SCIENCE

#### Law

Rules are made by people in homes and schools for safety and health

#### Power

When rules or laws are broken, punishment should be expected

#### Philosophy-Ideology

Authority of the home resides in the parents or guardians; authority in the school rests with the principal and the teachers

#### Democracy

A democratic group is one in which opinions are freely expressed and the rights of all are respected

#### Citizenship

Being a good citizen begins at home and at school. It involves reaching agreement at making rules and assuming responsibility for one's own actions

### BEHAVIORAL SCIENCE

#### Personality

People in the same family may have similar characteristics

#### Basic Needs

The family is the basic social group. In general, it provides for our basic needs and desires, i.e., food, clothing, shelter, security, and affection

#### Institutions

Families, schools, and churches may provide the opportunities for young people to learn

#### Cultural Universals

As people learn various skills, they gain knowledge, satisfaction, and enjoyment

#### Socialization and Social Control

People continually learn new things as they mature

### PHILOSOPHY

#### Values and Beliefs

We all have values we believe to be true and feel to be important

#### Morality

At home children begin to learn right and wrong

#### Ethical

Right and wrong are not always the same for everyone

#### Selection

School helps us to understand right and wrong

#### Changing Morality

Problems can occur at school when right and wrong are not understood

## KINDERGARTEN

### POLITICAL SCIENCE

#### Interdependence

Home and school share responsibility to encourage behavior and attitudes which are beneficial to the community

### BEHAVIORAL SCIENCE

#### Cultural and Social Change

Families and schools need rules and regulations for the good of all

### PHILOSOPHY

---

## TOPICS OF INSTRUCTION

The teacher will instruct students in the following areas of learning:

Families  
Seasons and Holidays

Career Awareness, Economics, and Map Skills will be included in the above topics

GRADED COURSE OF STUDY

MAJOR CONCEPTS FOR SOCIAL STUDIES

GRADE ONE

COURSE OF STUDY

MAJOR CONCEPTS FOR SOCIAL STUDIES

GRADE ONE

HISTORY

GEOGRAPHY

ECONOMICS

Change

Being a member of a group may require many adjustments

Spatial Relationship

Each building in a neighborhood is a certain distance and location from the others

Scarcity

Individuals and families want more than they can have. They are constantly faced with such choices as candy, a pencil, a TV set, a new furnace, a new roof, or a vacation

Continuity

Family customs and traditions are passed on from parents to children

Maps

A diagram showing the arrangement of a neighborhood is a type of map. Direction and distance can be shown on these diagrams

Specialization

The families represent a variety of commercial, industrial, and professional skills, which provide productivity in the community

Cause and Effect

The actions of one member of a group may influence the attitudes and actions of other members

Region

Neighborhood characteristics may vary according to land usage

Price

Producers are paid for their special services; with this income they purchase a wide variety of products and services of others

Historical Interpretation

School rules are for the good of all

Linkage

Homes are linked to other homes in the neighborhood

Economic Alternatives

Individuals in America are free to acquire goods and to seek their living in the manner they choose

New Geographies

Construction changes the neighborhood

Business Cycles

Government regulations help to protect both consumer and producer

## GRADE ONE

### POLITICAL SCIENCE

#### Law

People benefit when everyone obeys laws

#### Power

Certain individuals are authorized to enforce the laws so all may benefit

#### Philosophy-Ideology

Governmental agencies were developed by people to promote our well-being

#### Democracy

People working together are more effective when they respect the feelings of individuals, and when they accept the differences found in the group

#### Citizenship

People in a community can work together to bring about desired change. Voting is a part of active citizenship

### BEHAVIORAL SCIENCES

#### Personality

People join together in their homes, schools and neighborhoods to help meet their basic needs and values

#### Basic Needs

Families in the same neighborhood may meet their basic needs in varied ways

#### Institutions

People in the same neighborhood may have varied cultural traits, i.e., language, customs, values and beliefs and ways of doing things

#### Cultural Universals

Many basic values and beliefs are obtained early in life from families, schools and neighborhoods

#### Socialization and Social Control

In their families, schools, and neighborhoods, people learn some of the main rules for getting along with each other, such as cooperation, fairness, respect for others, etc.

### PHILOSOPHY

#### Values and Beliefs

Our beliefs and values may be different from our neighbors

#### Morality

The school attempts to clarify the ideas of right and wrong

#### Ethical Variants

In school we may learn about different concepts of right and wrong

#### Selection

Our friends may act in a manner we do not understand (actions are based on different experiences)

#### Changing Morality

Problems may occur in school when we fail to understand the actions of others in the classroom

GRADE ONE

POLITICAL SCIENCE

BEHAVIORAL SCIENCES

PHILOSOPHY

Interdependence

Cooperation between and among citizens is necessary for the operation of the community

Cultural and Social Change

New things people learn may help them change their homes and neighborhoods

---

TOPICS OF INSTRUCTION

The teacher will instruct students in the following areas of learning:

Families of the World  
Holidays around the World

Career Awareness, Economics, and Map Skills will be included in the above topics

GRADED COURSE OF STUDY

MAJOR CONCEPTS FOR SOCIAL STUDIES

GRADE TWO

COURSE OF STUDY  
MAJOR CONCEPTS FOR SOCIAL STUDIES  
GRADE TWO

HISTORY

GEOGRAPHY

ECONOMICS

Change

Communities today differ from communities of early times

Spatial Relationship

The community is located in a state and in the United States at certain distances and directions from near-by communities

Scarcity

People do useful work, usually away from home, in order to obtain the things needed

Continuity

A community is a product of its past and may be controlled by it

Maps

Diagrams showing homes, schools, stores and farms are types of maps. Directions and distances can be shown on them. Roads and rivers are shown by different symbols

Specialization

More effective use of machines has influenced individuals' and communities' standards of living

Cause and Effect

Rapid growth or decline may create difficult community problems

Region

Communities vary in size

Price

Community services are provided by the government; individuals pay for government services through taxes

Historical Interpretation

The location of a community may have much to do with its growth and development

Linkage

The community is dependent upon public workers, communication and transportation

Economic Alternatives

People may save part of their income; these savings may be used in a variety of ways, including investment

New Geographies

Community growth changes the physical features of the earth

Business Cycle

Regulations are passed to insure safe and pleasant working conditions for all

## GRADE TWO

### POLITICAL SCIENCE

### BEHAVIORAL SCIENCES

### PHILOSOPHY

#### Law

Local communities make laws to strive for justice and order

#### Power

People elect their community leaders to make and carry our laws

#### Philosophy-Ideology

Voters delegate authority directly to elected officials and indirectly to appointed officials

#### Democracy

Adults elect officials from their community to operate their local government which provides needed services

#### Citizenship

A democratically organized society is most effective when all members assume their full share of responsibility

#### Personality

People in neighboring areas who have a similar way of living may form a community or society

#### Basic Needs

Communities are made up of various groups of people

#### Institutions

Communities close together may be more alike culturally than those farther apart

#### Cultural Universals

Communities establish patterns of individual and group behavior for the common good

#### Socialization and Social Control

Communities have many institutions to meet the needs of their people, e.g. schools, churches, local governmental units, hospitals, etc.

#### Values and Beliefs

Our values and beliefs differ in different parts of our country and in the world

#### Morality

Experiences at home, at school, and in the community help children to judge right and wrong

#### Ethical Variants

Different schools and different families may have different rules

#### Selection

If the actions of others are not harmful to ourselves, our school, our community, etc., we must respect them even if different from ours

#### Changing Morality

Our actions must do no harm to others

GRADE TWO

POLITICAL SCIENCE

BEHAVIORAL SCIENCES

PHILOSOPHY

Interdependence

The services of community workers are provided through the collection of taxes

Cultural and Social Change

Changes do not always indicate progress

---

TOPICS OF INSTRUCTION

The teacher will instruct students in the following areas of learning:

Our Community (Euclid)  
Careers or Community Helpers

Career Awareness, Economics, and Map Skills will be included in the above topics

GRADED COURSE OF STUDY

MAJOR CONCEPTS FOR SOCIAL STUDIES

GRADE THREE

COURSE OF STUDY  
MAJOR CONCEPTS FOR SOCIAL STUDIES

GRADE THREE

HISTORY

GEOGRAPHY

ECONOMICS

Change

Change may still be seen going on within most communities, but some communities change more rapidly than others

Spatial Relationships

The many different communities are located on a revolving sphere. It takes longer to travel to some than to others

Scarcity

People must make the wisest possible use of all their human and natural resources

Continuity

Customs and ways of doing things may outlive their usefulness

Maps

The most accurate map of the earth is a globe. The globe shows different geographical features

Specialization

By using specialists, families and communities are able to provide food, clothing, and shelter more efficiently

Cause and Effect

Every community encounters problems in providing certain public services

Region

Physical features of a region help determine the type of community development

Price

Local consumption of goods and services is dependent upon the earning and spending of money

Historical Interpretation

Every community makes certain decisions on matters of public concern that may help or harm future growth and development

Linkage

Communities are linked together due to their basic needs

Economic Alternatives

How much people can earn and thus demand in goods and services depends upon their skills and how much their skills are needed

New Geographies

The growth of communities depends upon the availability of resources

Business Cycles

The economic contributions of citizens influence the amount of government assistance

## GRADE THREE

### POLITICAL SCIENCE

#### Law

Rules and regulations are a part of community life everywhere

#### Power

Self-discipline enables people to live and work together in harmony

#### Philosophy-Ideology

Local forms of government can vary from community to community within the state as well as from country to country

#### Democracy

Democracy operates under certain basic principles, such as, majority rule, individual and minority rights, etc.

#### Citizenship

The residents of many communities have had to take an active role in decision making to bring about change

### BEHAVIORAL SCIENCES

#### Personality

Human beings everywhere are similar in general appearance

#### Basic Needs

Different patterns of family life are found in different communities

#### Institutions

Ways of living different from our own are not necessarily worse or better than ours - they are merely different

#### Cultural Universals

Nearly all communities provide, through their culture, some opportunities for the self-expression, pleasure, and satisfaction of their members

#### Socialization Social Control

Communities often cooperate to meet the needs of their people, but sometimes there is conflict

### PHILOSOPHY

#### Values and Beliefs

It is important to be knowledgeable when supporting our values and beliefs

#### Morality

Right and wrong can often be determined by the reactions of people in the community

#### Ethical Variants

We can see similarities and differences in what people of our community consider right and good

#### Selection

When understanding the reasons for actions of others, we must also try to understand our reasons and actions

#### Changing Morality

We should know the expectations of our home, school and community before we can make moral decisions

GRADE THREE

POLITICAL SCIENCE

BEHAVIORAL SCIENCES

PHILOSOPHY

Interdependence

Communities are becoming more interdependent because of needs

Cultural and Social Change

Change does not occur at the time or at the same rate in all communities. Some communities are more receptive to change than others

---

TOPICS OF INSTRUCTION

The teacher will instruct students in the following areas of learning:

Expansion of the second grade - beyond the local community

People and Regions

Changes in Environment

Adaptability to Change

Customs and Cultures

Rules by which Communities are Governed

Ohio to be incorporated in all the above areas

Career Awareness, Economics, and Map Skills will be included in the above topics

GRADED COURSE OF STUDY

MAJOR CONCEPTS FOR SOCIAL STUDIES

GRADE FOUR

COURSE OF STUDY  
MAJOR CONCEPTS FOR SOCIAL STUDIES  
GRADE FOUR

HISTORY

GEOGRAPHY

ECONOMICS

Change

Explorers opened new lands and settlers followed bringing many changes to the area

Spatial Relationship

A city occupies a specific place on the earth which is related to all other places in terms of distance, direction, time, and size

Scarcity

Scarcity often requires people to search for new resources and to conserve those now in use

Continuity

The same general pattern of development took place in many communities

Maps

A city's location on a continent can be shown on a variety of maps. Maps may indicate varying topography

Specialization

Early settlers spent most of their time securing food and clothing for survival

Specialization has led to the development of cities

Cause and Effect

Individuals and groups have brought about improvements in the development of the nation

Region

Land forms, population density, natural resources, political divisions, or drainage basins may determine the development of cities

Price

In frontier situations, various economic methods were used to meet local needs

Historical Interpretation

People and events in far away places help to influence the development of a nation

Linkage

Cities are linked to other cities within the United States in many different ways

Economic Alternatives

Industry has to decide, on the basis of consumer demand, what portions of its resources and efforts will be devoted to the production of specific goods

GRADE FOUR

HISTORY

GEOGRAPHY

ECONOMICS

New Geographies

Occupations, such as farmers, miners, fishermen, or factory workers use the earth in different ways

The distribution patterns change from time to time

Business Cycles

Certain laws are designed to protect economic needs and wants of the people

## GRADE FOUR

### POLITICAL SCIENCE

### BEHAVIORAL SCIENCES

### PHILOSOPHY

#### Law

Early settlers set up rules and regulations for themselves in order to meet their needs in the new environment

#### Personality

Although they looked somewhat different, the Indians lived in families and communities and performed many activities similar to those of the settlers

#### Values and Beliefs

We must respect the values and beliefs of others

#### Power

People can not live or work together without laws. These laws are enforced by persons who are authorized by the people

#### Basic Needs

American cities are a composite of people from many parts of the world

#### Morality

The experiences of society help to determine and control morality

#### Philosophy-Ideology

The form of city government may vary from community to community

#### Institutions

There are similarities and differences in the cultural patterns of various cities

#### Ethical Variants

Although there are differences in value systems, ethical universals exist in all cultures

#### Democracy

The basic principles of democracy can be traced back to the early settlers

#### Cultural Universals

The interaction of various social, ethnic and economic differences of our United States citizens, helps to shape our behavior

#### Selection

Responsibility of the individual is important in governing actions

#### Citizenship

People from many countries settled in America and took an active part in shaping the policies established by the government

#### Socialization and Social Control

All cities have laws and customs, but they are not the same everywhere

#### Changing Morality

Any change in moral action must take into account our responsibilities to ourselves, others, the nation, and the world

GRADE FOUR

POLITICAL SCIENCE

BEHAVIORAL SCIENCES

PHILOSOPHY

Interdependence

Each division of a government has certain responsibilities; they may overlap or complement each other

Cultural and Social Change

Important changes have taken place in agriculture, industry, and other aspects of life. Urbanization is a major trend

---

TOPICS OF INSTRUCTION

The teacher will instruct students in the following areas of learning:

Discovery and Exploration of Our Country  
Cities

Career Awareness, Economics, and Map Skills will be included in the above topics

GRADED COURSE OF STUDY

MAJOR CONCEPTS FOR SOCIAL STUDIES

GRADE FIVE

COURSE OF STUDY

MAJOR CONCEPTS FOR SOCIAL STUDIES

GRADE FIVE

HISTORY

GEOGRAPHY

ECONOMICS

Change

The people of the United States have met their problems with varying degrees of success

Spatial Relationship

The United States occupies a particular place of the earth

Scarcity

Abundant natural resources alone do not insure a high standard of living. Unequal distribution of natural resources has contributed to pockets of poverty

Continuity

Our colonial experience helped to shape our national government and our federal constitution

Maps

The distributional arrangement and inter-relations of selected geographic elements may be recorded and studied on maps

Specialization

Specialization contributed to the industrial growth of America

Cause and Effect

America offers opportunities for improvement in standards of living

Region

On the basis of population density, dominant occupations, political divisions or physical features, the United States may be divided into regions

Price

The tradition of the dignity of labor in the United States has been a significant factor in price

Historical Interpretation

Events in other countries have influenced the historical development of the United States

Linkage

Regions of the United States are interlinked in many different ways

Economic Alternatives

The development of machines has changed America from an agricultural to an industrial society; this development has also tended to shift people from production of goods to production of services

## GRADE FIVE

### HISTORY

### GEOGRAPHY

### ECONOMICS

#### New Geographies

Different settlers applied knowledge, tools, and ways of working to the natural habitat. As each group of settlers discovered and appraised the natural elements, they developed differing ways of living and working which have changed during the history of the country

#### Business Cycles

American enterprise has been predicated upon the conviction that an individual has the right to attempt to sell his goods or services for enough to cover the cost of production and to realize a fair profit

## GRADE FIVE

### POLITICAL SCIENCE

### BEHAVIORAL SCIENCES

### PHILOSOPHY

#### Law

The Constitution is the supreme law of the land

#### Power

Congress has the power to enact national laws

#### Philosophy-Ideology

In the United States, the institutions of representative government were extended beyond those ever before attempted

#### Democracy

Individualism and equality of opportunity are basic to American democracy

#### Citizenship

Citizens are actively involved in the democratic processes through voting, payment of taxes and other civic efforts

#### Personality

People from many different social, economic, ethnic and national groups have settled in this country

#### Basic Needs

The same basic needs of the people exist throughout the United States. The United States has many natural resources and the technical know-how to help provide for these needs

#### Institutions

The varied backgrounds of the many groups that came to this country have blended to form a national culture with regional differences

#### Cultural Universals

American values and beliefs have led to the creation of cultural universals

#### Socialization and Social Control

Americans believe educated citizens are essential if democracy is to work

#### Values and Beliefs

Our values and beliefs often depend on our background

#### Morality

People have a moral responsibility in their everyday lives

#### Ethical Variants

We have a responsibility to support the morality of our society (within limits)

#### Selection

We must use our reason in moral decisions

#### Changing Morality

Our reason should guide our sense of responsibility

## GRADE FIVE

### POLITICAL SCIENCE

### BEHAVIORAL SCIENCES

### PHILOSOPHY

#### Interdependence

Local, state, and national governments often assist one another in meeting the needs of the people and in the administration of laws

#### Cultural and Social Change

"Cultural lag" occurs when changes in ideas and institutions do not keep up with technological changes. This often creates social problems. Certain sub-cultures, within a society do not assimilate the major culture

---

### TOPICS OF INSTRUCTION

The teacher will instruct students in the following areas of learning:

United States  
Life in the Americas

Career Awareness, Economics, and Map Skills will be included in the above topics

GRADED COURSE OF STUDY

MAJOR CONCEPTS FOR SOCIAL STUDIES

GRADE SIX

COURSE OF STUDY  
MAJOR CONCEPTS FOR SOCIAL STUDIES  
GRADE SIX

HISTORY

Change

The rate of cultural change varies from one country to another. The degree of social, political and economic development will influence the rate of change

Continuity

Culture has social, political, and economic institutions that are a result of the past

Cause and Effect

All cultures do not agree on what constitutes progress

GEOGRAPHY

Spatial Relationship

The cultures to be studied have a location on earth and are related to other culture areas in terms of extent, distance, direction, and time. The usability of an area is affected by its location with respect to the earth and to people and to the things on the earth

Maps

Association of mapped features will help delineate cultural areas. The areal distribution of individual geographic elements, of element complexes and of cultural traits may be recorded and studied on maps

Region

By mapping individual cultural geographic developments, one may discover and study culture regions or the origin and a network of cultural traits

ECONOMICS

Scarcity

In some areas of the world people tend to be under-nourished and ill-housed because they lack the capital and natural resources to produce goods and services efficiently

Specialization

Economic interdependence has become more pronounced through specializations

Price

The failure of some culture areas or nations to participate economically with other nations has slowed their economic growth

## GRADE SIX

### HISTORY

#### Historical Interpretation

Advances in civilization often begin with some new exploration or cultural interchange

### GEOGRAPHY

#### Linkage

The more sophisticated the cultural development of an area, the greater the intensity of linkage

### ECONOMICS

#### Economic Alternatives

Cultural groups which are forced to spend a disproportionate amount of their time gathering or producing food for survival are, thus, prevented from assigning adequate effort and resources to the production of capital goods

#### New Geographies

The appraisal and use of a particular areal association of "natural" earth features or element complex by a particular culture results in a unique "geographic landscape". The geographic landscapes differ from place to place especially as peoples and cultures differ. The use of space or materials must be in terms of the culture of the society

#### Business Cycle

Those unwritten folkways and mores of a primitive society, which established distinctions between communal and private property, appear to have grown out of a desire to achieve economic growth and justice

## GRADE SIX

### POLITICAL SCIENCE

### BEHAVIORAL SCIENCES

### PHILOSOPHY

#### Law

All cultures have systems of laws to promote order

#### Personality

No one is born with culture, but each person acquires the culture of a group through living and learning within it

#### Values and Beliefs

Values and beliefs of an individual or culture may and often do change

#### Power

As societies become more complex and interdependent, a need arises for international cooperation

#### Basic Needs

Many important group attitudes and biases are developed within the family

#### Morality

The individual may, at times, have to use personal initiative in making moral decisions when new experiences arise

#### Philosophy-Ideology

Government, in some form, is necessary for the survival of all cultures

#### Institutions

Cultural differences among groups stem from their different backgrounds, experiences and environments, and may represent different states of development

#### Ethical Variants

What is right for one individual may not be right for a person in a different circumstance or culture

#### Democracy

In some cultures all human energies are directed at meeting basic needs. In such cultures the concept of democracy may be poorly developed and seem unimportant to the individual

#### Cultural Universals

As people meet their basic needs, they have more time for self-expression through the Arts, such as, literature, drama, dance, music, painting, sculpture and architecture

#### Selection

We can make moral decisions once we have established a respect for reason and a sense of social responsibility

## GRADE SIX

### POLITICAL SCIENCE

### BEHAVIORAL SCIENCE

### PHILOSOPHY

#### Citizenship

As cultures become more complex, people become more interdependent. Consequently, the need increases to cooperate and assume responsibility

#### Socialization and Social Control

Conflict among groups tends to be reduced when they understand and appreciate each other's culture

#### Changing Morality

Within the guidelines outlined for social responsibility, moral action may vary from situation to situation

#### Interdependence

As cultures become more complex and technology more advanced, there is some need for larger governmental units and influence

#### Cultural and Social Change

Improvements in transportation and communication have brought cultural areas into closer contact, facilitating and speeding up cultural changes

---

### TOPICS OF INSTRUCTION

The teacher will instruct students in the following areas of learning:

- Early Civilizations
- Middle Ages
- Contemporary World Cultures

Career Awareness, Economics, and Map Skills will be included in the above topics

GRADED COURSE OF STUDY

SHARED SKILLS (BROAD INSTRUCTIONAL OBJECTIVES)

K - 6

SHARED SKILLS (BROAD INSTRUCTIONAL OBJECTIVES)

Information Skills

|                         | K                                        | 1                                                | 2                                          | 3                                      | 4                                                    | 5                                                             | 6                              |
|-------------------------|------------------------------------------|--------------------------------------------------|--------------------------------------------|----------------------------------------|------------------------------------------------------|---------------------------------------------------------------|--------------------------------|
| A. Locating Information | Use pictures in book as guide to content | Gain basics and useful information from pictures | Use picture clues to aid comprehension     | Use titles as guide to contents        | Introduce use of topical heading of guide to content | Introduce use of subtopic heading as further guide to content | Introduce use of skimming      |
| 1. Working with books   |                                          | Teach awareness of table of contents             | Introduce table of contents                | Teach use of table of contents         | →                                                    |                                                               | →                              |
|                         |                                          | Introduce alphabet                               | Introduce alphabetizing                    | Reinforce initial letter alphabetizing | Refine and extend alphabetizing                      | →                                                             | →                              |
|                         |                                          |                                                  |                                            |                                        | Introduce the index                                  | →                                                             | Refine and extend index skills |
|                         |                                          |                                                  |                                            | Introduce title page                   | Review title page. Introduce copyright date          | →                                                             | →                              |
|                         |                                          |                                                  |                                            | Introduce glossary                     | Refine glossary<br>Introduce map/list                | Introduce appendix and illustration's list                    | Maintain skill                 |
|                         |                                          |                                                  | Distinguish between fiction and nonfiction | Continue skill development             | →                                                    | →                                                             | Refine skill                   |

Information Skills (con't.)

|                                     | K                                | 1                                        | 2                                        | 3                                                                  | 4                                                                                   | 5                                                      | 6                                                            |
|-------------------------------------|----------------------------------|------------------------------------------|------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------------|
| A. Locating Information (continued) |                                  |                                          | Guidance to appropriate materials        | Select appropriate materials                                       | Independent selection of appropriate materials                                      | Continue skill development                             | →                                                            |
| 1. Working with books               |                                  |                                          |                                          | Introduce the encyclopedia                                         | Extend use of encyclopedia by using key words, letters, volume, numbers, and index  | Continue skill development. Introduce cross references | Refine skill                                                 |
| 2. Learning to use references       |                                  |                                          |                                          | Introduce additional references                                    | Extend the skill                                                                    | →                                                      | →                                                            |
|                                     | Introduce the picture dictionary | Expand use of the picture dictionary     | Introduce the word dictionary            | Combine word location and alphabetizing skills. Use of guide words | Select appropriate definition, correct spelling, and proper pronunciation of a word | Extend and develop skills                              | Introduce Thesaurus. Extend dictionary skills                |
|                                     | Introduce the newspaper          | Discuss events from the daily newspapers | Discuss events from the daily newspapers | Discuss events from the daily newspapers                           | Introduce other periodicals, magazines, and pamphlets                               |                                                        | Teach selection of these materials as sources of information |
|                                     | Introduce the library            | Become familiar with the library         | Learn to select books independently      | Learn functional use of library                                    | Develop skill in use of the library                                                 | Develop skill in use of the library                    | Continue to practice library skills                          |

Information Skills (con't.)

|                                                                      | K                                                                                             | 1                                                                    | 2                              | 3                                              | 4                                                               | 5                                                             | 6                                                                 |
|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------|--------------------------------|------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------|
| A. Locating Information (continued)<br>2. Learning to use references | Gather information through field trips, school personnel, interviews, and community resources |                                                                      |                                |                                                |                                                                 |                                                               | →                                                                 |
|                                                                      | Gather information through audio-visual material                                              | Be selective in gathering information through audio-visual materials |                                |                                                |                                                                 |                                                               | →                                                                 |
|                                                                      | Use maps in developing geographic placement in classroom                                      | Use maps and globes in developing geographic skills                  |                                |                                                |                                                                 |                                                               | →                                                                 |
| B. Organizing Information                                            | Arrange pictures in sequence                                                                  | Arrange sentences in sequence                                        | Arrange paragraphs in sequence | Introduce simple outlining                     | Continue outlining                                              | Recognize basic parts of an outline                           | Use outline to facilitate reporting skills                        |
|                                                                      | Gather information through the senses                                                         | Recall information from experiences                                  | Retain information from book   | Formalize skills used in gathering information | Introduce organizing and reporting skills including note taking | Develop organizing and reporting skills including note taking | Select main idea and supporting facts. Introduce the bibliography |
| C. Evaluating Information                                            | Distinguish the real from the imaginary                                                       | Recognize fact and fiction                                           | Continue development of skill  | Continue development of skill                  | Distinguish between fact and opinion                            | Analyze value of opinion                                      | Continue skill development                                        |

Information Skills (con't.)

|                                                                    | K                                         | 1                                      | 2                                                      | 3                                     | 4                                                            | 5                                   | 6                                                  |
|--------------------------------------------------------------------|-------------------------------------------|----------------------------------------|--------------------------------------------------------|---------------------------------------|--------------------------------------------------------------|-------------------------------------|----------------------------------------------------|
| C. Evaluating Information<br>(continued)                           |                                           |                                        |                                                        | Consider the relevance of information | Compare information about a topic                            | Consider the validity of the source | Continue skill development                         |
|                                                                    | Awareness of advertising media            | Note different advertising media       | Continue skill development                             | Continue skill development            | Distinguish between various advertising techniques           | Continue skill development          | Continue skill development                         |
|                                                                    | Gather information from daily observation | Draw inferences from daily observation | Draw inferences from experience                        | Draw inferences from written material | Develop generalizations                                      | Consider alternatives               | Reach tentative conclusions                        |
|                                                                    | Conscientiously evaluate what is learned  |                                        |                                                        |                                       |                                                              |                                     | →                                                  |
| D. Acquiring Information Through Reading, Listening, and Observing | Listen and observe attentively            | Extend the skill                       | Read, listen, and observe to answer specific questions | Extend the skill                      | Read, listen, and observe to select ideas that are important | Extend the skill                    | Take notes while reading, listening, and observing |

Communication Skills

|                                    | K                                                                         | 1                                                                         | 2                                                             | 3                                                                | 4                                                             | 5                                                           | 6                                                                      |
|------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------------------------|
| A. Communicating Orally            | Develop adequate general vocabulary                                       | Extend vocabulary, pronounce words correctly and enunciate clearly        | Continue the skill development                                |                                                                  |                                                               |                                                             | Maintain the previous skills and introduce social education vocabulary |
| 1. Speak with accuracy and poise   |                                                                           |                                                                           |                                                               |                                                                  |                                                               |                                                             |                                                                        |
| 2. Oral reports                    | Respect the rights of others to be heard through oral sharing experiences | Respect the rights of others to be heard through oral sharing experiences | Respect the rights of others to be heard through oral reports | Exchange ideas through discussion                                | Limit the topic in discussions                                | Keep to the point in discussions                            | Give credit when material is quoted                                    |
| B. Communicating in Writing        | Label objects                                                             | Apply social vocabulary to sentences                                      | Apply writing skills to express ideas                         | Apply writing skills to express ideas with clarity and exactness | Continue the development of skills. Apply proofreading skills | Continue the development of skills                          | Maintain previous skills                                               |
| 1. Write with clarity and accuracy |                                                                           |                                                                           |                                                               | Summarize basic concepts                                         | Write independently, avoiding copying from reference          | Continue skill development. Give credit for quoted material | Maintain previous skills                                               |

Interpretation Skills

|                                        | K                                                         | 1                                                         | 2                                                                                     | 3                                                               | 4                                                                               | 5                                                                               | 6                                                                                 |
|----------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| A. Interpreting Pictorial Materials    | Recognize and describe pictures as sources of information | Recognize and describe pictures as sources of information | Examine pictures more thoroughly                                                      | Examine pictures more thoroughly                                | Interpret pictures by applying related information                              | Interpret pictures by applying related information                              | Distinguish among types of pictorial material and recognize the advantage of each |
| B. Interpreting Cartoons               |                                                           |                                                           |                                                                                       |                                                                 |                                                                                 |                                                                                 | Recognize and interpret contemporary symbols used in cartoons                     |
| C. Studying Charts, Graphs, and Tables |                                                           |                                                           | Compare sizes, quantities, and units of measure on charts, picture graphs, and tables | Continue skill development. Introduce bar, line, and pie graphs | Determine the basis of construction and build simple charts, graphs, and tables | Determine the basis of construction and build simple charts, graphs, and tables | Relate information derived from these sources with that gained from other sources |

Intergroup Relationships

|                            | K                                                                                                                                                                                                                                                   | 1 | 2 | 3 | 4 | 5 | 6                                                                               |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---------------------------------------------------------------------------------|
| A. Recognizing Group Rules | Understand the need for rules and their observance and take part in making the rules                                                                                                                                                                |   |   |   |   | → | Refine previous skills and use the rules of Parliamentary procedure when needed |
| B. Individual in the Group | Respect the rights and opinions of others. Accept the role of leader or follower as the situation requires. Distinguish between work that can be done most efficiently by individuals and that which calls for group effort. Profit from evaluation |   |   |   |   |   | →                                                                               |

# SOCIAL EDUCATION SKILLS

## Selecting, Reading, and Evaluating Social Studies Material

|                                        | K                                                                          | 1                                                                             | 2                                                                             | 3                                     | 4                                                                                                   | 5 | 6                                                                |
|----------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------|-----------------------------------------------------------------------------------------------------|---|------------------------------------------------------------------|
| A. Selecting Social Studies Materials  | Select pictures appropriate to units                                       | Select pictures and books appropriate to units                                | Recognize and utilize appropriate artifacts and other materials               |                                       | Realize the variety of social studies materials, e.g., atlas, audio-visual materials, almanac, etc. |   | Differentiate between primary and secondary sources of materials |
| B. Reading Social Studies Materials    | Understand and learn terms used in social studies materials                | Understand and learn terms and abbreviations used in social studies materials | Understand and learn terms and abbreviations used in social studies materials | Extend and maintain skill development |                                                                                                     |   |                                                                  |
| C. Evaluating Social Studies Materials | FOR EVALUATING SKILLS - See Part I - Section C and apply to social studies |                                                                               |                                                                               |                                       |                                                                                                     |   |                                                                  |

Problem Solving in the Social Studies

|                                                                           | K                                                                      | 1     | 2 | 3 | 4 | 5 | 6 |
|---------------------------------------------------------------------------|------------------------------------------------------------------------|-------|---|---|---|---|---|
| A. Applying Problem Solving and Critical Thinking Skills to Social Issues | Recognize and define the problem                                       | _____ |   |   |   |   | → |
|                                                                           | Review known information and plan how to study the problem             | _____ |   |   |   |   | → |
|                                                                           | Locate, gather, and organize information                               | _____ |   |   |   |   | → |
|                                                                           | Interpret and evaluate information                                     | _____ |   |   |   |   | → |
|                                                                           | Summarize and draw tentative conclusions                               | _____ |   |   |   |   | → |
|                                                                           | Recognize the need to change conclusions when new information warrants | _____ |   |   |   |   | → |
|                                                                           | Recognize areas for further study                                      | _____ |   |   |   |   | → |

Problem Solving in the Social Studies (con't.)

|                                                            | K                                                                        | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------------------------------------------|--------------------------------------------------------------------------|---|---|---|---|---|---|
| B. Applying These Skills to Personal and Societal Problems | Use problem solving techniques in meeting personal and societal problems |   |   |   |   |   |   |
|                                                            |                                                                          |   |   |   |   |   | → |

# Interpreting Maps and Globes

|                                       | K                                                                       | 1                                                                   | 2                                              | 3                                                                                                | 4                                                                                                                    | 5                                                                                          | 6                                                                                                           |
|---------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| A. Teaching Geographic Directions     | Use relative terms of location, e.g., near, far, above, below, up, down | Introduce cardinal directions                                       | Use cardinal and intermediate directions       | Use cardinal and intermediate directions and the north arrow in working with maps                | Expand concepts and terms to include, e.g., North and South Poles, Northern and Southern Hemisphere, and equator     | Maintain skills. Incorporate latitude and longitude                                        | Use parallel and meridians in determining direction. Be aware of various types of map projections           |
| B. Locating Places on Maps and Globes | Learn to make simple sketch of classroom                                | Learn to make simple sketch of school                               | Learn to make maps of the community            | Learn to make maps of state                                                                      | Learn to make a variety of maps to explain the geographic setting of historical and current events                   | Refine and extend skills to include economic and climatic maps                             | Refine and maintain previous skills                                                                         |
|                                       |                                                                         | Recognize land and water masses on a globe and on a variety of maps | Recognize the home and city on maps and globes | Recognize state and nation on maps and globes                                                    | Recognize location of major cities of the U.S. with respect to their physical setting                                | Recognize location of major cities of the Americas with respect to their physical setting  | Recognize location of major cities of the world with respect to their physical setting                      |
|                                       |                                                                         |                                                                     |                                                | Identify on a globe and on a map of the world the equator, continents, oceans, and large islands | Identify on a globe and on a map of the world Polar areas, Northern and Southern Hemisphere, equator, and land forms | Identify on a globe and on a map of the world latitude and longitude and temperature zones | Identify on a globe and on a map of the world parallels and meridians. Identify the time zones of the world |

Interpreting Maps and Globes (con't.)

|                                                                 | K                                                                               | 1 | 2                                                                 | 3                                                                         | 4                                                                                                                                                              | 5                                                                                                                          | 6                                                                                                                |
|-----------------------------------------------------------------|---------------------------------------------------------------------------------|---|-------------------------------------------------------------------|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| B. Locating Places on Maps and Globes (continued)               |                                                                                 |   | Interpret abbreviations commonly found on maps of local community | Interpret abbreviations commonly found on maps beyond the local community | Use map vocabulary and key accurately. Use a highway map for planning a trip and locating places by number-and-key systems                                     | Trace routes of travel by different means of transportation                                                                | Use longitude and latitude in locating places on wall maps                                                       |
| C. Using Scale and Computing Distances                          |                                                                                 |   | Make simple scale maps of a familiar area                         | Extend previous skill                                                     | Compare actual size of a familiar area with a scale drawing. Determine distance on a map by using a scale of miles                                             | Use scale to compare maps of different sizes of the same area                                                              | Compare maps of different areas to note that a smaller scale must be used to map larger area                     |
| D. Interpreting Map Symbols and Visualizing What They Represent | Understand that real objects can be represented by pictures or symbols on a map | → | Introduce legends and symbols on different kinds of maps          | Learn to use and interpret legends and symbols on different kinds of maps | Identify the symbols used for water features, e.g., source, mouth, and direction of flow. Identify the symbols used for land forms, e.g., hills, and mountains | Study color contour and visual relief maps and visualize the nature of the areas shown. Study natural and manmade features | Interpret the elevation of the land from the flow of rivers. Identify symbols used for depths and ocean currents |

Interpreting Maps and Globes (con't.)

|                                          | K | 1 | 2                                                         | 3                                                                                                                        | 4                                                                                                                  | 5                                                                                                                                                    | 6                                                                              |
|------------------------------------------|---|---|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| E. Comparing Maps and Drawing Inferences |   |   | Recognize that there are many kinds of maps for many uses | →                                                                                                                        | Recognize that there are many kinds of maps for many uses and learn to choose the best map for the purpose at hand | →                                                                                                                                                    | →                                                                              |
|                                          |   |   |                                                           | Read into a map the relationship suggested by the data shown, such as the factors which determine the location of cities | Extend skills                                                                                                      | →                                                                                                                                                    | Infer one's activities or way of living from physical detail and from latitude |
|                                          |   |   |                                                           |                                                                                                                          | Compare two maps of the same area, combine the data shown on them, and draw conclusions based on the data          | →                                                                                                                                                    | →                                                                              |
|                                          |   |   |                                                           |                                                                                                                          | Understand the differences between globes and map projections                                                      | Understand the differences in various map projections and recognize the distortions involved in any representation of the earth other than the globe | →                                                                              |

Understanding Time and Chronology

|                                                                     | K                                                                                                                         | 1                                                                                                                 | 2                                        | 3                                                                                                                                          | 4                                                                                                                                                                                                                                        | 5                          | 6                                                                                                             |
|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|---------------------------------------------------------------------------------------------------------------|
| A. Developing and Understanding of the Time System and the Calendar | Introduce the names of the days of the week and months. Use calendar to find dates of special events                      | Use the names of the days of the week and months in sequence and use the calendar to find dates of special events | Learn to tell time by the clock          | →                                                                                                                                          | Use the vocabulary of definite and indefinite time expressions:<br>a). use such definite time concepts as second, minute, yesterday, decade, century,<br>b). use such indefinite time concepts as past, future, before, after, meanwhile | →                          | Understanding the Christian system of chronology - B.C. and A.D.<br><br>Learn to translate dates into century |
|                                                                     | Accumulate some specific date-events as points of orientation in time and determine length of time between important date | Extend skills                                                                                                     | →                                        | →                                                                                                                                          | →                                                                                                                                                                                                                                        | →                          | →                                                                                                             |
|                                                                     | Recognize seasons and their variances                                                                                     | →                                                                                                                 | Associate seasons with particular months | Understand the relation between the rotation of the earth--day and night; the earth's revolution--the year, the sun, and the calendar year | Associate seasons with particular months in both Northern and Southern Hemispheres. Introduce the system of time zones                                                                                                                   | Maintain and extend skills | →                                                                                                             |

Understanding Time and Chronology (con't.)

|                                                                                                      | K                                                                                                                         | 1             | 2                                                                        | 3                                                      | 4                                     | 5                                               | 6                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------|--------------------------------------------------------------------------|--------------------------------------------------------|---------------------------------------|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| B. Developing an Understanding of Chronology and Differences in the Duration of Various Time Periods | Introduce sequence and chronology in personal experiences, as the school day, week, in terms of past, present, and future | Extend skills | Comprehend sequence and order as expressed in first, second, third, etc. | Become aware of the effects of time on the environment | Understand and make simple time lines | Become aware of events in specific time periods | Use a few cluster date-events to establish time relationships among historic events and begin to relate to the present in the study of change and continuity in human affairs |

GRADED COURSE OF STUDY

MAJOR CONCEPTS FOR SOCIAL STUDIES

GRADES SEVEN AND EIGHT

## COURSE OF STUDY

### MAJOR CONCEPTS FOR SOCIAL STUDIES

#### GRADES SEVEN AND EIGHT

\* (R) indicates those skills that were introduced earlier in the Euclid curriculum and are being reinforced in the secondary school program

#### I. Shared Skills

##### A. Informational skills

1. Working with books and locating information
  - a. Systematically developing skimming techniques
  - b. Refining and extending index skills
  - c. Teaching awareness and use of table of contents (R)
  - d. Use of title page and copyright date (R)
  - e. Use of map list, appendix, and illustration list (R)
  - f. Distinguish between fiction and nonfiction (R)
2. Learning to use references
  - a. Encyclopedia use by key words, letters on volumes, index, and cross reference (R)
  - b. Extending skill of use of additional resources
  - c. Use of dictionary and selection of appropriate definition of a word (R)
  - d. Periodicals - develop regular reading habits and recognize biases of these materials
  - e. Library use - introduce Readers Guide and other indexes
  - f. Gather information through field trips, interviews, and community resources (R)
  - g. Being selective in gathering information through audio-visual materials (R)
  - h. Using maps and globes in developing geographic skills (R)
3. Organizing information
  - a. Compare introduction, develop the body, and write a summary of main points presented in the report
  - b. Develop skills in areas of bibliography, classification, note-taking, and fact gathering
4. Evaluating information
  - a. Selecting relevant facts
  - b. Examining information for internal inconsistency and contradictions
  - c. Knowing techniques of propaganda
  - d. Developing an awareness of cultural bias in reaching conclusions
  - e. Conscientiously evaluating what is learned (R)
5. Acquiring information through reading, listening, and observing
  - a. Listening and observing intently (R)
  - b. Read, listen, and observe to answer specific questions (R)
  - c. Read, listen, and observe to select ideas that are most important (R)
  - d. Taking notes while reading, listening, and observing (R)
  - e. Making use of marginal notes, footnotes, and italics to discover author's emphasis

## GRADES SEVEN AND EIGHT

### B. Communication skills

1. Communicating orally
  - a. Speaking with accuracy and poise; continuing development of previous skills
  - b. Oral reports: refining and maintaining previous skills
2. Communicating in writing
  - a. Writing with clarity and accuracy; maintaining previous skills and add bibliography and footnote skills
  - b. Written reports: distinguish between plagiarism and original thought

### C. Interpretation skills

1. Interpreting pictorial skills: use objectivity and note details in interpreting pictorial materials
2. Interpreting cartoons: interpret cartoons and recognize them as one point of view
3. Studying charts, graphs, and tables: interpreting the relationships on charts, tables, and graphs including elements of change and steps in development

### D. Working with others

1. Recognizing group rules: refining previous skills and use of parliamentary procedures when needed (R)
2. Individual in the group: respecting rights and opinions of others and accepting the role of leader or follower as situation requires. Distinguish between work that can be done most efficiently by the individual and that which calls for group effort. Profit from evaluation (R)

## II. Social Education Skills

### A. Selecting, reading, and evaluating social studies material

1. Selecting social studies material; recognizing the biases found in different materials
2. Reading social studies material; understanding and learning terms and abbreviations used in social studies materials (R)
3. Evaluating social studies material (see part I-A,1,c and apply to social studies)

### B. Problem solving in social studies

1. Applying problem solving and critical thinking skills to social issues
  - a. Recognizing and defining the problem (R)
  - b. Interpreting and evaluating information (R)
  - c. Recognizing areas for further study (R)
2. Applying these skills to personal and societal problems
  - a. Use problem solving techniques in meeting personal and societal problems (R)
  - b. An awareness of value clarification

### C. Interpreting maps and globes

1. Teaching geographic directions, interpret and construct maps utilizing previous skills

## GRADES SEVEN AND EIGHT

2. Locating places on maps and globes
    - a. Develop a visual image of major countries, land forms, and other map patterns studied
    - b. Understand the significance of relative location as it has affected national policies
    - c. Understand the reason for International Date Line and compute time problems of international travel
    - d. Learn to use an atlas effectively
  3. Using scale and computing distances; develop the habit of checking the scale on all maps used
  4. Interpreting map symbols and visualizing what they represent; use all parts of a world atlas
  5. Comparing maps and drawing inference
    - a. Read a variety of special purpose maps and draw inferences on the basis of data obtained from them and from other skills
    - b. Extend skills in location of cities
    - c. Extend skills in inferring man's activities or way of living from physical detail and from latitude
    - d. Compare two maps of same area, combine data shown on them, and draw conclusions based on the data (R)
    - e. Understand differences in various map projections and recognize the distortions involved in any presentation of the earth other than the globe (R)
- D. Understanding time and chronology
1. Developing an understanding of time system and the calendar; maintain, reteach, and extend skills
  2. Developing an understanding of chronology and differences in the duration of various time periods. Learn to formulate generalizations and conclusions about time in studying the development of human affairs, including understanding differences in duration of various historical periods

GRADED COURSE OF STUDY

MAJOR CONCEPTS FOR SOCIAL STUDIES

GRADE SEVEN

COURSE OF STUDY  
MAJOR CONCEPTS FOR SOCIAL STUDIES  
GRADE SEVEN

A required course for all seventh grade students. One semester of Ohio history and one semester of geography skills is required for all seventh grade students

I. Instructional Objectives

- A. Review geographic and historic skills previously presented and developed
- B. Assess student strengths and weaknesses concerning basic concepts
- C. Refine maps and globe vocabulary
- D. Refine research and informational skills
- E. Student appreciation of our prehistoric earliest beginnings, so that we may visualize our progress in providing food, shelter, clothing, transportation, and communication
- F. Student appreciation of earlier life styles and cultures
- G. Teacher emphasis on how, why, and where people settled
- H. Student appreciation of environmental effects on cultural patterns plus cultural conflicts
- I. Student awareness of how the student may possibly fit into Ohio's future
- J. Student awareness of Ohio history, resources, and potential
- K. Student awareness of benefits and social problems of life in a developed country
- L. Present a study of urban life
- M. Student awareness of failure and success in a highly technological state
- N. Student awareness of complex social issues facing developed countries
- O. Student awareness of nationwide and international problems of poverty
- P. Student awareness of United States position as peacemaker and "peace keeper"
- Q. Student awareness of United States commitments and the problem the United States has as a leader of the free world

## GRADE SEVEN

### II. Concept Objectives

#### A. History

1. Change:  
Physical environment can affect change
2. Continuity:  
Certain patterns of development and change are common to many cultures
3. Cause and effect:  
Newly independent peoples are impatiently searching for ways to improve their living standards
4. Historical interpretation:  
Studies of problems of the past and the solutions reached by choice and by accident with evaluation of their impact

#### B. Geography

1. Spatial relationship:  
Areas and geographic elements can be located and related to each other
2. Maps:  
Map analysis aids in the discovery of cause and effects relationships
3. Region:  
The origins and development of cultures and their differential diffusion over the earth
4. Linkage:  
International and inter-regional trade provides many examples of linkage between people and nations
5. New geographies:  
People's economic well-being and development have been based on their appraisal and use of the earth. People with similar cultures may use differently endowed areas in different ways

#### C. Economics

1. Scarcity:  
Colonization was intensified by a desire to obtain more resources
2. Specialization:  
Improved transportation and increased exploration has led to an extension of geographical specialization
3. Price:  
Through international trade, each country has a larger market, and therefore, can expand its production and increase interdependence
4. Economic alternatives:  
Economic decisions may be made in different ways by various societies
5. Business cycle:  
In an interdependent world, the business cycles of one community may affect the economy of another community

#### D. Political science

1. Law:  
There are state laws, as well as local laws

## GRADE SEVEN

2. Power:  
In the State of Ohio, there is a complex of authority: city, county, and state
3. Philosophy-ideology:  
People have established various kinds of government to maintain law and order in their respective countries
4. Democracy:  
Democracy has different meanings in different cultures
5. Citizenship:  
Political parties, pressure groups, or societies have been able to influence the development of their state
6. Interdependence:  
Nations may need help in order to help themselves

### E. Behavioral sciences

1. Personality:  
In all cultures, differences among individuals are recognized and each is encouraged to develop his/her talent and personality as fully as possible
2. Basic needs:  
The basic needs of people are the same in all societies
3. Institutions:  
Social mobility is present in some societies and not in others
4. Cultural universals:  
Societies generally advance from simple to more complex cultures
5. Socialization and social control:  
In modern times, there have been many conflicts between the haves and have-nots within and among societies
6. Cultural and social change:  
Within a given society, the nature, degree, and rate of cultural change varies

### F. Philosophy

1. Values and beliefs:  
Values and beliefs can be affected by geographic and economic conditions
2. Morality:  
The moral code of an individual may be affected by one's geographic location
3. Ethical variants:  
Moral values differ in various geographic areas
4. Selection:  
An ideal ethical system should expect and accept different ethical principles in different societies
5. Changing morality:  
With great change in the makeup of the earth and expansion outward, moral differences will be accelerated

## III. Content Outline

- A. Unit one: introduction to social studies
  1. Part one: tools of study and general review

## GRADE SEVEN

- a. Interpreting maps, globes, charts, and graphs
  - b. Understanding time and chronology
  - c. Research and informational skills
  - d. General social studies, vocabulary, and terminology
  2. Part two: the individual and his/her basic needs
    - a. Basic needs - past and present
    - b. Early Stone Age
    - c. Late Stone Age
    - d. Basic needs - vocabulary and terminology
- B. Unit two: settlement of North America
1. General overview of North American geography
  2. Dating of Artifacts
  3. Presentation of a Time Line
  4. People enter North America
  5. North America's prehistoric people (includes early people in Ohio)
  6. Indian societies in North America (includes Ohio's historic Indian societies)
  7. White people enter North America (includes Ohio's early settlements)
  8. European struggle for North America (includes Ohio's involvement)
  9. America expands westward
  10. The American city
- C. Unit three: basic life styles
1. Part one: the individual and the land - a basic relationship
    - a. United States compared to major farm regions of the world (Western Europe, Russia, India, and China)
    - b. Key features help to make American agriculture
    - c. Ohio in the context of United States agricultural regions
    - d. Ohio agricultural features have additional specialities
  2. Part two: manufacturing - the localization of economic activity
    - a. United States compared to major manufacturing regions of the world (includes Western Europe, Russia, Japan, and China)
    - b. Factors to understand American manufacturing
    - c. Ohio is in the great American manufacturing belt
    - d. Ohio's high employment industries
- D. Unit four: lifestyles of developed countries
1. Part one: cities
    - a. History of cities
    - b. Problems of urbanized societies (pollution, energy, crime, transportation, and housing)
    - c. World cities (reasons for growth; the cause of revolutionary changes; types of cities)
  2. Part two: poverty
    - a. Defining poverty (worldwide and United States)
    - b. Deprivation in America - who is poor? (young, elderly, urban, and rural)
    - c. Solutions to poverty in America

GRADE SEVEN

- E. Unit five: free choice (optional)  
Teachers are encouraged to select anything within the realm of geographic, economic, sociological, or current issues that would best suit the individual and collective abilities of that class
- F. Unit six: America in the contemporary world
1. Forms of government
  2. Political divisions of the world
    - a. Free world
    - b. Communist world
    - c. Third world
    - d. Neutral
  3. Role of a world power
    - a. Definition
    - b. Sphere of influence
    - c. World organizations
  4. Balance of power

GRADED COURSE OF STUDY

MAJOR CONCEPTS FOR SOCIAL STUDIES

GRADE EIGHT

## COURSE OF STUDY

### MAJOR CONCEPTS FOR SOCIAL STUDIES

#### American History

#### GRADE EIGHT

##### I. Instructional Objectives

- A. Student awareness of the importance of the individual in American society
- B. Student awareness of one's behavior in different situations
- C. Student awareness of social differences, class-caste systems, and the importance of mores, folkways, and institutions of a culture
- D. Students gain knowledge of American colonial history; why people settled and the struggles they encountered
- E. Student realization of the English influence particularly in colonial government, economics, and everyday living
- F. Student awareness of American struggle for independence, the causes and results
- G. Awareness of the responsibilities of American citizenship and the rights of Americans
- H. Gain knowledge of the American political system and how it operates
- I. Distinguish the differences between nationalism and sectionalism
- J. Gain knowledge of the development of American freedom
- K. Awareness of racial problems and the development of black freedoms since pre-Civil War days
- L. Awareness of American democracy, its development and its meaning
- M. Awareness of the United States' role as a world leader - how it achieved this prominence and the problems it shares
- N. Awareness of United States diplomacy since 1900
- O. Overall awareness of United States history; development and problems it encountered; solutions it sought

##### II. Concept Objectives

- A. History

## American History

### GRADE EIGHT

1. Change:  
In a democracy, the people have a right to reform, alter, and change their government by lawful means
2. Continuity:  
In a democracy, we expect that changes in political leadership will take place peacefully
3. Cause and effect:  
Political institutions tend to persist in their original form, or at least to change slowly and reluctantly
4. Historical interpretation:  
Every effort began as the private opinion of an individual. Primary sources give firsthand accounts of events by people who witnessed history in the making. Since every writer has biases, it is difficult to separate fact from fiction

#### B. Geography

1. Spatial relationship:  
Political units and their governments function with respect to each other in communities, counties, states, and nations in keeping with their location on earth
2. Maps:  
The geography of political units can be studied more effectively by using maps. A given place may exist at the same time within a hierarchy of functioning governmental units
3. Region:  
The geography of any given region changes, as its people develop, acquire, or use each new idea or set of ideas
4. Linkage:  
The expanding waterways and railroad network in the United States became focused upon cities and linked them to agricultural, mining, and forest areas, as well as to each other
5. New geographies:  
Natural geographic elements influenced the settlement of America. As a result, different kinds of economic patterns and societies have developed in different areas

#### C. Economics

1. Scarcity:  
In pre-industrial America, the scarcity of consumer goods was intensified by the need to accumulate savings for capital goods. Recently the growing struggle for the tax dollar on the part of the various units of government underscores the apparent scarcity of public resources
2. Specialization:  
The increasing level of specialization in America's economic growth is due, in part, to individual initiative and inventiveness
3. Price:  
To facilitate trade among the states, the power of interstate commerce was given to the federal government

## American History

### GRADE EIGHT

4. Economic alternatives:  
Because the desires of an individual or relatively small group may conflict with the public interest, government may need to pass laws to protect the general welfare
  5. Business cycle:  
At various times in American history, the desire for increased production and domestic stability has promoted direct government action
- D. Political science
1. Law:  
Our laws are an outgrowth of the values and customs of America's people
  2. Power:  
Laws are made by all levels of government: municipal, state, and national
  3. Philosophy-ideology:  
Government must be strong, but remain flexible enough to make changes when the people demand change
  4. Democracy:  
The freedoms listed in the Bill of Rights are basic to our concept of democracy which also involves the obligation to see that other citizens are granted the same rights
  5. Citizenship:  
The organization, regulations, and administration of government are the concerns of active citizens. Engaging in politics by up-right and honest citizens is a necessity in a democracy
  6. Interdependence:  
A system of checks and balances is built into our federal government to regulate the divisions of power
- E. Behavioral sciences
1. Personality:  
The interaction among people in the American environment has produced a distinctly American culture
  2. Basic needs:  
Our society is pluralistic, that is, it is composed of many groups based on political, economic, social, religious, recreational, and other interests
  3. Institutions:  
All societies, including the United States, attempt to establish some form of government strong enough to preserve order and insure their continuity
  4. Cultural universals:  
Adults and children of foreign birth or extraction through socialization have attempted to become "Americanized"
  5. Socialization and social control:  
Compromise is the normal process for resolving group conflicts in a democracy. If compromises cannot be reached, revolution or civil war may result

## American History

### GRADE EIGHT

6. Cultural and social change:  
Inventions and discoveries in one field usually trigger developments and advances in related fields

#### F. Philosophy

1. Values and beliefs:  
Variations in values and beliefs between state and federal governments and within different regions of the United States have affected America's development
2. Morality:  
Within the United States, many institutions affect the morality of the people
3. Ethical variants:  
The United States has a high degree of universal morality, but ideally supports different opinions in ethical matters
4. Selection:  
Personal freedom in moral responsibility is in keeping with American freedom
5. Changing morality:  
Within the prevailing concept of change, moral changes within the United States should not be regarded as unusual

### III. Content Outline

- A. Unit one: the individual in American society
  1. Nature of social stratification
    - a. Determiners of stratification
    - b. Class
    - c. Caste
    - d. Caste problems in contemporary society
  2. Cultural change
    - a. Definition
    - b. Valence of cultural items
- B. Unit two: colonial empires in the New World
  1. Expansion of Continental Europe
    - a. Beginnings of the commercial revolution
    - b. Early explorations
    - c. Colonial empires
  2. Founding of English America
    - a. English interest in overseas expansion
    - b. Agencies of colonization
  3. Development of colonial institutions
    - a. Economy
    - b. Religion
    - c. Government
    - d. Social structure
    - e. Education

## American History

### GRADE EIGHT

- C. Unit three: growth of American independence
  - 1. Anglo-French struggle for supremacy
    - a. French encroachment into Ohio-Mississippi Valley
    - b. Hostilities declared, 1756
    - c. Advantages of French
    - d. Advantages of British
    - e. Turning point
    - f. Peace of Paris, 1763
    - g. Immediate effects
  - 2. British post-war colonial policies lead to conflict
    - a. Problems of Imperial Revenue
    - b. Organization of the west
    - c. Revenue measures
    - d. Control measures
  - 3. Political and social aspects of the revolution
    - a. Reluctance of upper class
    - b. Lower class support of the revolution
    - c. Geographic aspects of support of the revolution
  - 4. The field of battle
    - a. Trenton and Princeton
    - b. British scheme to sever the colonies
    - c. French alliance
    - d. Yorktown
    - e. Treaty of Paris, 1783
- D. Unit four: foundations of the Great Republic
  - 1. Results of the revolution
  - 2. Articles of Confederation
    - a. Precedents for intercolonial union
    - b. Weaknesses of the articles
  - 3. Internal problems facing the confederacy
    - a. Western
    - b. Economic
  - 4. Need for change
  - 5. Plans for governmental reorganization
    - a. Compromises
    - b. New structure of government
    - c. Basic philosophy
  - 6. Campaign for ratification  
Criticisms of the Constitution
- E. Unit five: nationalism vs. sectionalism
  - 1. The War of 1812 fostered nationalism
    - a. Treaty of Ghent
    - b. New national unity
  - 2. Upsurge of nationalism
    - a. National policies of the democratic-republicans; the era of "Good Feelings"
    - b. The Monroe Doctrine
    - c. Supreme Court and new nationalism

## American History

### GRADE EIGHT

3. The west and nationalism
    - a. Government encouraged western settlement
    - b. Westerners supported strong central government
    - c. Local attachments weak
    - d. Jackson restricted federal participation
  4. Economic differences nurture sectionalism
    - a. Tariff issue
    - b. Slavery issue
  5. Sectional differences expand in scope
    - a. Compromise of 1850
    - b. Dred Scott Decision
    - c. Election of 1860
  6. Resort to arms
    - a. The belligerents
    - b. Northern strategy
    - c. Turning point of the Civil War
    - d. Final stages
- F. Unit six: evolution of American democracy
1. Democracy defined
  2. Foundations of democracy
  3. Documents and legislation that promoted democratic ideals in the United States
  4. Jacksonian democracy
  5. Democratic inroads in the Labor Movement
  6. Humanitarian reforms
- G. Unit seven: world changes challenge United States leadership
1. America initiates a foreign policy
    - a. Washington's Farewell Address
    - b. Monroe Doctrine
  2. America breaks with isolationism
    - a. Territorial expansion
    - b. Domestic expansion
    - c. Economic exploitation
    - d. World War I forces America into international affairs
  3. Periods of false stability
    - a. False prosperity
    - b. Disarmament efforts
    - c. League of Nations
  4. Worldwide depression paved the way for the rise of dictators
    - a. Mussolini
    - b. Hitler
    - c. Stalin
    - d. Franco
  5. America remains indifferent to fascist imperialism
  6. World War II forces the United States to play a new role in world leadership
    - a. The shaping of peace
    - b. Trend toward world government attempts to promote peace

American History

GRADE EIGHT

7. The Cold War challenges United Nations machinery
  - a. Berlin
  - b. Korea
  - c. Suez Crisis, 1956
  - d. The Middle East
  - e. Viet Nam

GRADED COURSE OF STUDY

MAJOR CONCEPTS FOR SOCIAL STUDIES

SCOPE AND SEQUENCE

SECONDARY SCHOOL SOCIAL STUDIES COURSES

SCOPE AND SEQUENCE

| Seventh Grade                                                              | Eighth Grade                   |
|----------------------------------------------------------------------------|--------------------------------|
| Seventh Grade<br>Social Studies<br>(Required)                              | American History<br>(Required) |
| One semester is<br>Ohio History and<br>one semester is<br>Geography skills |                                |

COURSE OF STUDY  
SOCIAL STUDIES  
GRADES NINE THROUGH TWELVE

I Required Courses

All students must pass American History I (Honors) or American History and American History II (Honors) or American Government to graduate

These requirements may be fulfilled in any of the following ways:

|                     |     |                                              |
|---------------------|-----|----------------------------------------------|
| American History I  | 202 | (10th grade honors)                          |
| American History II | 211 | (11th grade honors and<br>advance placement) |

OR

American History 214, 216, or 246 (11th grade) and a package consisting of one semester of American Government and one second semester course such as Humanities, Economics, Psychology, Social Institutions, or Contemporary America

OR

Two nine-week courses such as Crime and Prisons, Death and Dying, Marriage and the Family (12th grade)

In addition, students are encouraged to take additional elective courses in the social studies

II Elective Courses

World History  
World Problems  
Contemporary Non-Western Cultures

European History  
The Individual and Society  
Social Problems

GRADED COURSE OF STUDY

OVERVIEW OF OBJECTIVES

SOCIAL PROBLEMS

## COURSE OF STUDY

### OVERVIEW OF OBJECTIVES

Social Problems  
Elective Course  
For Grade Nine

#### I. Instructional Objectives

- A. Understand and appreciate the character of American society, its goals and purposes, and its methods of operation
- B. Understand the boundaries of reasonable choice awarded Americans in their society
- C. Compare American forms of government with other forms of government
- D. Be aware of the importance of laws and how they effect citizens
- E. Awareness of American ideals of justice and fair play and the customs of the society in which they live
- F. Awareness of the complex social problems that face an urban society
- G. Student awareness of his/her role in the urban society today and in the future
- H. Student awareness of the problems of juvenile delinquency; value clarification procedures to emphasize student roles
- I. Awareness of the problem of minorities, particularly those resulting from prejudice
- J. Awareness of the two major economic-political ideologies: capitalist, democracy, and communism
- K. Understand the problems communism has created
- L. Realistically weighing the strengths and weaknesses of communism

#### II. Concept Objectives

- A. History
  - 1. Change:  
People and institutions must be flexible and adaptable to new circumstances or they may decline and possibly be destroyed
  - 2. Continuity:  
The development of social, political, and economic institutions is always influenced by what has gone before
  - 3. Cause and effect:  
Change can bring a country to a position of leadership, decline, or destruction

## Social Problems

4. Historical interpretation:  
Facts may often be interpreted in more than one way

### B. Geography

1. Spatial relationship:  
Each area, regardless of type, fits spatially and functionally into the worldwide distribution of the separate geographic units and can be located in terms of distances and direction
2. Maps:  
The study of maps and globes are necessary to understand various world situations
3. Region:  
The present character of a region is partly derived from conditions that existed and events that occurred in the past
4. Linkage:  
Political ties may relate to and change with the goods and services exchanged
5. New geographies:  
In living in their natural habitat, people not only use resources for their benefit, but may also remove, destroy, or modify them. We need to consider the problems of conserving earth resources and living in harmony with our environment

### C. Economics

1. Scarcity:  
Democratic and totalitarian states attempt to ease the problems of scarcity by diverse methods
2. Specialization:  
A country will tend to specialize in producing goods and services that require larger quantities of its abundant and, therefore, cheaper resources
3. Price:  
International trade provides each country with an expanded market which, in turn, stimulates it to increase and diversify production
4. Economic alternatives:  
In determining economic alternatives, an underdeveloped culture may place its values in areas other than those selected by highly developed cultures
5. Business cycles:  
Historically, various factors have contributed to business cycles and a variety of methods have been attempted to control them

### D. Political science

1. Law:  
Laws and customs serve a purpose in the country in which they evolve regardless of how unusual they may seem to others
2. Power:  
Nations differ in the methods of enforcing their laws

## Social Problems

3. Democracy:  
The origins of the democratic concept can be found in the history of Western Europe. Theoretically, in all democracies, decision-making lies with the people, but democracies differ in the separation of powers and the division of authority
4. Citizenship:  
The organization, regulation, and administration of government are the concerns of active citizens. Engaging upright and honest citizens is a necessity in a democracy
5. Interdependence:  
Complex problems are faced by the nations of the world. International cooperation is necessary to cope with these problems

### E. Behavioral sciences

1. Personality:  
The same level of material culture may not be beneficial to or desired by all societies. Cultural variety enriches the entire human community
2. Basic needs:  
Some societies have been destroyed by bitter internal conflicts among their groups. But more often, such groups cooperate for the general good, being encouraged to do so by the customs, laws, and institutions of that culture
3. Institutions:  
Modern times are characterized by great diversity in cultural patterns, ranging from very primitive societies to highly developed ones
4. Cultural universals:  
Different societies have different attitudes and values toward the rights of the individual as against rights and authority of the state. We stress individual rights; totalitarian states stress the rights of the state
5. Socialization and social control:  
Racial and ethnic tensions and conflicts among groups, resulting from historic factors, can be settled through understanding and cooperation
6. Cultural and social change:  
Contemporary cultures use political principles and methods established by earlier cultures and modify them to fit their needs. Some changes are brought about by conflicts between contrasting cultures; some are brought about through cooperation and peaceful means

### F. Philosophy

1. Values and beliefs:  
Within the world community both cultural similarities and differences play critical roles in world affairs
2. Morality:  
Friction and conflict over morality may lead to struggles within and among nations

## Social Problems

3. Ethical variants:  
Differences in ethics must be considered in human relations on all levels
4. Selection:  
A world that does not recognize, support, and respect the use of free choice in various cultural ethical systems will have severe political differences
5. Changing morality:  
Moral change may occur due to technical acceleration and our rapidly changing perspective of ourselves and our world

### III. Content Outline

- A. Unit one: civic responsibilities
  1. Citizen's responsibilities in a democracy
    - a. Informed citizens are the backbone of a democracy
    - b. People govern
  2. Foundations of American government
    - a. Roots of democracy
    - b. Federal legislature
    - c. Federal executive
    - d. Federal judiciary
    - e. State government (Ohio)
    - f. Local government (Cleveland and Euclid)
  3. Law and the individual
    - a. Bill of Rights
    - b. Other amendments
    - c. Is law important to you?
    - d. You and the police
- B. Unit two: urban problems
  1. Emergence of urban societies
    - a. Early cities were small
    - b. Urbanism as a way of life
  2. Problems of urban society
    - a. Urban housing
    - b. Crime in urban areas
    - c. Transportation
    - d. Pollution
    - e. Drugs
    - f. Poverty and welfare
- C. Unit three: juvenile delinquency
  1. Meaning and scope of delinquent behavior
    - a. Nature of delinquency
    - b. Scope of delinquency
  2. Causes of delinquent behavior
    - a. Environment
    - b. Lack of fulfillment of certain emotional needs
    - c. Reaction to emotional stress

## Social Problems

3. Treatment agencies
    - a. Role of police
    - b. Juvenile courts and philosophy
    - c. Inadequate reform schools
  4. Society has a responsibility in prevention of delinquency
    - a. Role of home - ideas of right and wrong (values clarification)
    - b. Role of the school
    - c. Role of the church
    - d. Community organizations
- D. Unit four: prejudice
1. Prejudice defined
    - a. Opinions without fact
    - b. Many types
  2. Black minority problems predominant in the United States
    - a. Prejudice is not a new problem
    - b. Prejudice exists throughout the United States
    - c. These prejudices manifest themselves in various types
    - d. Nationwide shifts in attitudes toward the Blacks
  3. Other racial and nationality minority problems
    - a. Some sections of the country have more prejudices against groups than other sections
    - b. General prejudices
  4. Religious minorities
    - a. Protestant-Catholic friction
    - b. Anti-Semitism
- E. Unit five: contrast of democratic capitalism and communism
1. Communism began and grew with discontent toward the existing economics-political system
    - a. Karl Marx
    - b. Conditions in Russia that led to revolution
    - c. Communist government expanded in Russia
    - d. Communism expanded into an international movement
  2. American way of life is challenged by Soviet Communist Movement
    - a. Contrast of the two systems (political, economic, and personal life)
    - b. Soviet economy emphasizes military strength, space, and heavy industry
  3. Propaganda is used by both systems
    - a. Communists distort American way of life
    - b. The United States has presented one view of the communist way of life
- F. Unit six: free choice (optional)
- The teacher is encouraged to select political, social, economic, or current issues and develop them into a unit or series of mini-units compatible with the individual and collective needs of that specific class

If the teacher prefers to expand one of the established units, this also is a possibility

GRADED COURSE OF STUDY

OVERVIEW OF OBJECTIVES

WORLD HISTORY

## COURSE OF STUDY

### OVERVIEW OF OBJECTIVES

World History  
Elective Course  
Primarily for Grade Nine  
(Course may also be elected at higher grade level)

#### I. Instructional Objectives

- A. Examining the formation of institutions and our need for them
- B. An awareness of our interaction with others and the set procedures we have established for this intercourse
- C. Examination of and stress the importance of the strong behavior patterns people have established
- D. An awareness of our need to survive and how we have done this
- E. An awareness of the various needs we have acquired and how we go about securing them
- F. An understanding of human development in culture over the past 3,000 years
- G. An understanding of the development of democracy
- H. An awareness of the need to revise, reform, and re-evaluate all of our needs and institutions
- I. An awareness of the flexibility of democracy
- J. An understanding of experimentation with forms of government other than democracy
- K. Examination of absolute and totalitarian systems of government
- L. Understanding the need of humans to change which results in revolutions
- M. Awareness of the different forms of revolution and the results of revolution
- N. Examination of causes of war and for students to be knowledgeable of the impact of war upon the societies involved
- O. Examination at attempts to maintain peace and the outcome of these attempts
- P. Awareness of United States' role as a world leader and the problems it shares with the world

## II. Concept Objectives

### A. History

1. Change:  
People and institutions must be flexible and adaptable to new circumstances or they may decline and possibly be destroyed
2. Continuity:  
The development of social, political, and economic institutions is always influenced by what has gone before
3. Cause and effect:  
Change can bring a country to a position of leadership, decline, or destruction
4. Historical interpretation:  
Each impression of an event is influenced by the experience and culture of the observer, and therefore, facts may often be interpreted in more than one way

### B. Geography

1. Spatial relationship:  
Each area, regardless of type, fits spatially and functionally into the worldwide distribution of the separate geographic units and can be located in terms of distances and directions
2. Maps:  
The study of maps and globes are necessary to understand various world situations
3. Region:  
Cultural regions have developed out of long continued appraisal and human occupancy of uniquely endowed areas
4. Linkage:  
Linkages among cultural areas accelerate due to technological development. However, industrial development takes place at an uneven rate due to cultural traits and the nature of the natural resources available
5. New geographies:  
In living in our natural habitat, we not only use resources for our benefit, but may also remove, destroy, or modify them. We need to consider the problems of conserving earth resources and living in harmony with our environment

### C. Economics

1. Scarcity:  
Democratic and totalitarian states attempt to ease the problems of scarcity by diverse methods
2. Specialization:  
A country will tend to specialize in producing goods and services that require large quantities of its abundant and, therefore, cheaper resources
3. Price:  
Use of money and banking systems grew out of and further increased the revival of trade that marked the beginning of the modern era

## World History

4. Economic alternatives:  
In determining economic alternatives, an underdeveloped culture may place its values in areas other than those selected by highly developed cultures
  5. Business cycles:  
Historically, various factors have contributed to business cycles and a variety of methods have been attempted to control them
- D. Political science
1. Law:  
Laws and customs serve a purpose in the country in which they evolve regardless of how unusual they may seem to others
  2. Power:  
Nations differ in the methods of enforcing their laws
  3. Philosophy-ideology:  
The form of government differs from country to country, but governments providing for peaceful change of leadership are usually more successful than those resorting to violence
  4. Democracy:  
The origins of the democratic concept can be found in the history of Western Europe. Theoretically, in all democracies, decision-making lies with the people, but democracies differ in the separation of powers and the division of authority
  5. Citizenship:  
Citizenship has a different meaning in different cultures. In nondemocratic societies, citizenship may mean obedience to the ruling group; in developing nations, the concept of citizenship is still evolving
  6. Interdependence:  
Complex problems are faced by the nations of the world. International cooperation is necessary to cope with these problems
- E. Behavioral sciences
1. Personality:  
The same level of material culture may not be beneficial to or desired by all societies. Cultural variety enriches the entire human community
  2. Basic needs:  
Some societies have been destroyed by bitter internal conflicts among their groups. But more often, such groups cooperate for the general good, being encouraged to do so by the customs, laws, and institutions of that culture
  3. Institutions:  
Modern times are characterized by great diversity in cultural patterns, ranging from very primitive societies to highly developed ones
  4. Cultural universals:  
Different societies have different attitudes and values toward the rights of the individual as against rights and authority of the state. We stress individual rights; totalitarian states stress the rights of the state

## World History

5. Socialization and social control:  
As societies grow and become more complex, their laws and institutions also become more complex and numerous
6. Cultural and social change:  
Contemporary cultures use political principles and methods, established by earlier cultures, and modify them to fit their needs. Some changes are brought about by conflicts between contrasting cultures; some are brought about through cooperation and peaceful means

### F. Philosophy

1. Values and beliefs:  
Within the world community both cultural similarities and differences play critical roles in world affairs
2. Morality:  
Friction and conflict over morality may lead to struggle within and among nations
3. Ethical variants:  
Differences in ethics must be considered in human relations on all levels
4. Selection:  
A world that does not recognize, support, and respect the use of free choice in various cultural ethical systems, will have severe political differences
5. Changing morality:  
Moral change may occur due to technical acceleration and our rapidly changing perspective of ourselves and our world

## III. Content Outline

### A. Introductory unit

1. This is a basic skills unit to review the social education tools in studying history. The following are stressed:
  - a. Ability to recognize fact
  - b. Selecting relevant facts
  - c. Examining information for internal inconsistency and contradictions
  - d. Developing an awareness of cultural bias in reaching conclusions
  - e. Ability to form and test an hypothesis
  - f. Ability to draw conclusions
2. This unit also stresses the definition of history and the importance of the study of history

### B. Unit one: institutions

1. The Prehistoric Age
  - a. Life began on the earth
  - b. Old Stone Age
  - c. Advances in New Stone Age
  - d. Bronze Age

## World History

2. River Valley civilizations
    - a. Ancient Egypt (geography, government, family, economics, religion, and education)
    - b. The Sumerians (government, religion, family, education, and economics)
    - c. Mesopotamia (government and religion)
    - d. Other mid-eastern people (Hebrews and religion; Phoenicians and economics; Chaldeans and government; Lydians and economics; Persians and government and religion)
  3. Greek civilization
    - a. Early Greeks
    - b. Greek achievements in trade and war
    - c. Athens
    - d. Sparta
    - e. Fall of Athens
    - f. The Hellenistic Age
  4. Roman days
    - a. The Roman Republic (geography, government, religion, economics, education, and family)
    - b. The Roman Empire (government, religion, economics, education, and family)
- C. Unit two: survival
1. German tribes enter Western Roman Empire by peace, infiltration, and forceful invasion
    - a. Barbarian invasions complete the breakup of the empire
    - b. Dark Ages follow the Fall of Rome
  2. Feudalism brought order to Medieval Society
    - a. Feudalism - a new system of government emerged
    - b. Germanic tribes developed this feudal system
    - c. Feudalism hindered the growth of centralized government
    - d. Medieval society consisted of fixed classes
    - e. Manorial system provided security
  3. The Roman Catholic Church becomes involved in European politics and war
    - a. The Church and temporal powers struggled for political supremacy
    - b. The Church became the bulwark of civilization
    - c. The Church provided protection and order
    - d. Medieval people looked to the Church for salvation
    - e. Medieval culture was devoted to serving God
    - f. The arts served the needs of the Church
    - g. The Church became increasingly independent of lay rulers
    - h. Religious orders were founded to strengthen the Church
  4. Crusades disrupt the feudal system
    - a. The Church sponsored holy wars
    - b. Christians made pilgrimages
    - c. Effects of the Crusades
  5. Towns and trade weakened the feudal system
    - a. Revived trade stimulates the growth of towns
    - b. Trade resulted in better use of resources

## World History

- c. Towns became increasingly independent of feudal control
- d. Growth of towns produced the middle class
- e. Development of towns led to a more secure representative government
- f. Political conditions encouraged individualism
- g. Freedom of town life led to the advancement of education and learning
- 6. The Renaissance brought a new spirit to Western Europe
  - a. Renaissance enthusiasm for individual freedom and worldly interests
  - b. Based on humanism and a revival of learning
  - c. Individual genius flourished
  - d. Renaissance spirit spread
  - e. Spirit of Renaissance led to the questioning of Church authority
- 7. The reformation
  - a. Early disagreements
  - b. Rise of national feelings weakened the Church
  - c. Martin Luther begins the Protestant Reformation
  - d. Protestant Reformation spreads
  - e. Henry VIII becomes supreme head of Church of England
  - f. Catholic Counter Reformation
- D. Unit three: development of democracy
  - 1. Ideals of democracy
    - a. About humans
    - b. About government
  - 2. Greece
    - a. Government of Athens
    - b. Government of Sparta
    - c. Greek view of humans
    - d. Philosophy
  - 3. Roman Republic
    - a. Written laws
    - b. Representative government
    - c. Threats to the Republic
    - d. Extension of rights
  - 4. England
    - a. Henry II
    - b. Magna Charta
    - c. Parliament
  - 5. United States
    - a. Jeffersonian democracy
    - b. Jacksonian democracy
    - c. Emancipation
    - d. Extension of suffrage
    - e. Civil rights
    - f. Civil liberties
- E. Unit four: absolutism
  - 1. Louis XIV of France - example of absolute monarchy

## World History

- a. Belief in Divine Right
  - b. Early rule - aid of Cardinal Mazarin
  - c. Louis XIV took personal control of government
  - d. Colbert attempts to stabilize economy
  - e. External policies
  - f. Poverty
  - 2. Marxism
    - a. Life of Karl Marx and development of his ideas
    - b. Most famous works
    - c. Basic principles
    - d. Formation of socialist parties
  - 3. Communism in Russia
    - a. Lenin
    - b. Stalin
    - c. Organization of government
  - 4. Fascism
    - a. Characteristics
    - b. Examples (Mussolini, Hitler, and Franco)
- F. Unit five: revolution
- 1. Western European revolutions
    - a. English Puritan Revolution
    - b. English Bloodless Revolution
    - c. French Revolution
    - d. Napoleonic Period
    - e. Revolutions of 1820's, 1830's, 1848, and 1870
  - 2. The Industrial Revolution
    - a. Began in England
    - b. Development of technology spurred industrial growth
    - c. Industrial Revolution affected changed in other areas
  - 3. Social protest movements
    - a. New industrialism presented grave problems
    - b. Socialists proposed change
    - c. Conditions for workers improved
  - 4. Twentieth Century Revolution - Russia
    - a. Autocratic rulers weakened Russia
    - b. Bolsheviks gained control
    - c. Death of Lenin brought political struggle
  - 5. Modern revolutionary movements (United States)
    - a. Conditions for change
    - b. Black Revolution
    - c. Student action
    - d. Not limited to the United States
- G. Unit six: war and peace
- 1. Causes of World War I
    - a. Imperialism
    - b. System of alliances
    - c. Nationalism
    - d. Militarism
    - e. Conditions favoring peace

## World History

2. World War I
  - a. Balkan Crisis
  - b. War begins
  - c. War itself
  - d. Victors attempt lasting peace
3. Maintaining peace and its problems - period between two world wars
  - a. League of Nations
  - b. Efforts of statesmen in securing peace
  - c. Europe's problems in the 1920's
  - d. Problems facing American nations
  - e. Problems of nationalism
4. Rise of totalitarian states
  - a. Fascist leaders take control
  - b. Aggressive dictators vs. the democracies
  - c. Social and economic problems
5. World War II
  - a. The Axis powers sought to conquer the world
  - b. Allies defeat the Axis
6. Post World War II: maintaining world peace
  - a. New challenges face the nations
  - b. The Cold War
  - c. The free world
  - d. The Communist world
  - e. Forces toward internationalism

GRADED COURSE OF STUDY

OVERVIEW OF OBJECTIVES

WORLD PROBLEMS

## COURSE OF STUDY

### OVERVIEW OF OBJECTIVES

#### World Problems

#### I. Instructional Objectives

- A. A greater exchange of ideas and feelings between students and the teacher by attempting to develop awareness of self and others, as well as fostering improved communication and listening skills
- B. The role of the individual in society and the interaction of the individual with traditions, institutions, and the environment in order to analyze his/her own role in society and develop a sense of personal identity
- C. The basic nature of humans stressing awareness of human motivations and behaviors, as well as the consequences of certain behavior
- D. The problems of poverty and hunger against the background of the American Dream, and examining society's responsibilities toward the poor and hungry
- E. The background, causes, types, results, and solutions to racial and religious prejudice
- F. The problems of the mentally and physically handicapped
- G. War as a political, historical, and economic force in society and explore associated issues, such as ideological conflict, nuclear weapons, and individual resistance to involvement in war with a look at consequences of resistance
- H. The problems of involvement vs. noninvolvement of the individual within the greater society
- I. An examination of alternative lifestyles in order to prepare for coping in a changing world
- J. A variety of current domestic issues
- K. A positive outlook in life by demonstrating the possibility of developing beautiful relationships between people through the presentation of selected examples

#### II. Concept Objectives

- A. History
  - 1. Change:  
People and institutions must be flexible and adaptable to new circumstances or they may decline and possibly be destroyed

## World Problems

2. Continuity:  
The development of social, political, and economic institutions is always influenced by what has gone on before
  3. Cause and effect:  
Change can bring a country to a position of leadership, decline, or destruction
  4. Historical interpretation:  
Each impression of an event is influenced by the experience and culture of the observer, and therefore, facts may often be interpreted in more than one way
- B. Geography
1. Region:  
The present character of a region is partly derived from conditions that existed and events that occurred in the past
  2. Linkage:  
Linkages among cultural areas accelerate due to technological development. However, industrial development takes place at an uneven rate due to cultural traits and the nature of the natural resources available
  3. New geographies:  
In living in our natural habitat, we not only use resources for our benefit, but may also remove, destroy, or modify them. We need to consider the problems of conserving earth resources and living in harmony with our environment
- C. Economics
1. Scarcity:  
Democratic and totalitarian states attempt to ease the problems of scarcity by diverse methods
  2. Specialization:  
A country will tend to specialize in producing goods and services that require larger quantities of its abundant and, therefore, cheaper resources
  3. Economic alternatives:  
In determining alternatives, an underdeveloped culture may place its values in areas other than those selected by highly developed cultures
- D. Political science
1. Law:  
Laws and customs serve a purpose in the country in which they evolve regardless of how unusual they may seem to others
  2. Power:  
Nations and people differ in the methods of enforcing their laws
  3. Philosophy-ideology:  
The form of government differs from country to country, but governments providing for peaceful change of leadership are usually more successful than those resorting to violence

## World Problems

4. Democracy:  
In all democracies, decision-making lies with the people, but democracies differ in the separation of powers and the division of authority
  5. Citizenship:  
The organization, regulation, and administration of government are the concerns of active citizens. Engaging upright and honest citizens is a necessity in a democracy
  6. Interdependence:  
Complex problems are faced by the nations of the world. International cooperation is necessary to cope with these problems
- E. Behavioral sciences
1. Personality:  
The same level of material culture may not be beneficial to or desired by all societies. Cultural variety enriches the entire human community
  2. Basic needs:  
Some societies have been destroyed by bitter internal conflicts among their groups, but more often such groups cooperate for the general good by the customs, laws, and institutions of that culture
  3. Institutions:  
Modern times are characterized by great diversity in cultural patterns
  4. Cultural universals:  
Different societies have different attitudes and values toward the rights of the individual, as against rights and authority of the state
  5. Socialization and social control:  
Racial and ethnic tensions and conflicts among groups, resulting from historic factors, can be settled through understanding and cooperation
  6. Cultural and social change:  
Contemporary cultures use political principles and methods, established by earlier cultures, and modify them to fit their needs
- F. Philosophy
1. Values and beliefs:  
Within the community both cultural similarities and differences play critical roles in affairs
  2. Morality:  
Friction and conflict over morality may lead to struggles within and among people
  3. Ethical variants:  
Differences in ethics must be considered in human relations on all levels
  4. Selection:  
A world that does not recognize, support, and respect the use of free choice in various cultural ethical systems will have severe political differences

## World Problems

### 5. Changing morality:

Moral change may occur due to technical acceleration and our rapidly changing perspective of ourselves and our world

## III. Content Outline

### A. Getting acquainted and involved with each other

1. Meaning of involvement
2. Individual and common hangups, fears, and phobias
3. What is important in life?
4. What is important to you?
5. Trust in oneself and others
6. How do we view ourselves?
7. How do we view others?
8. First impressions
9. Awareness of self and others
10. One and two-way communication
11. Roles of self and others as individuals and group members

### B. Search for identity

1. What is it to be a man?
2. What is it to be a woman?
3. What does it take to stand alone?
4. Qualities, responsibilities, and problems of leadership
5. Conformity vs. nonconformity
6. Individual freedom vs. group values, morals, and beliefs
7. Can an individual change the "system"?
8. Uses and responsibilities of protest - possible consequences
9. Who are we?
10. Justice - the courts
11. Prisons
12. Equal rights - sexual/racial
13. Maturity
14. Truth vs. gossip
15. Reality vs. illusion
16. Acceptance of reality

### C. Basic nature of humans

1. The person and his/her environment
2. People under pressure, stress, or emergency
3. Violence
4. Survival
5. Historical look at the basic nature of people

### D. Poverty and hunger

1. The American dream
  - a. Affluence
  - b. Materialism
  - c. Competition

## World Problems

2. Hunger in the United States
  - a. Welfare
  - b. Food stamps
  - c. Unemployment
  - d. Migrant workers
  - e. Central cities/ghettos
3. Rich countries vs. poor countries
4. Our responsibility toward the poor and hungry
- E. Prejudiced person
  1. Common stereotypes and misconceptions
  2. How prejudice starts
  3. Prejudiced personality
  4. Ignorance and fear of others can produce hate
  5. Scapegoats
  6. Religious and racial misunderstanding
    - a. Anti-semitism in world history
    - b. Religious conflicts throughout the world
    - c. Black history, culture, and contributions
    - d. Role assigned to the black in America
    - e. Tokenism
    - f. Civil rights
    - g. Solutions
- F. Handicapped people
  1. Stereotypes/misconceptions
  2. Attitudes toward the handicapped
  3. Everyone is handicapped in some way or form
  4. Physical defects
    - a. Blindness
    - b. Deafness
    - c. Dwarfism
    - d. Amputee
    - e. Paralysis
    - f. Mental deficiencies and retardation
    - g. Developing other senses
    - h. Terminal diseases or illnesses
- G. War
  1. Political and economic significance of war
  2. Different images of war
  3. Commitment
  4. Serving one's country
  5. America's image
  6. Communism vs. democracy - brief insight into the Cold War
  7. Soldier-trained robot or professional killer?
  8. Conscientious objectors
  9. Draft-dodging and the consequences
  10. Recruitment
  11. Voluntary Army

## World Problems

12. The American Indians - what became of them as a result of war?
13. Nuclear War

### H. Involvement vs. noninvolvement

1. Factors causing the individual to withdraw from society
  - a. Fear
  - b. Apathy
  - c. Boredom
  - d. Violence
  - e. Loneliness
  - f. Lack of effective controls
2. Noninvolvement as dehumanization of society
3. Overemphasis on the individual
4. Tentative solutions to the problem on noninvolvement

### I. Alternative lifestyles

1. Problems of choice
2. Life's limitations and boundaries
3. Needs
  - a. Routine
  - b. Security
4. Materialism
5. Construction of a personal philosophy based on:
  - a. Values
  - b. Beliefs
  - c. Morals

### J. Current domestic issues

1. Old age
  - a. Euthanasia
  - b. Nursing homes
  - c. Mandatory retirement
  - d. Wills
2. Abortion vs. right to life
3. Child abuse
4. Rape
5. Vandalism
6. Shoplifting
7. Drug abuse
8. Pollution
9. One's role in the future/effects of change on people

### K. Positive outlook on life

GRADED COURSE OF STUDY

OVERVIEW OF OBJECTIVES

CONTEMPORARY NON-WESTERN CULTURES

## COURSE OF STUDY

### OVERVIEW OF OBJECTIVES

#### Contemporary Non-Western Cultures

A one year, elective geared primarily to sophomore college preparatory students, but open to juniors and seniors as well. The course emphasizes such non-Western area Cultures as: Middle East, Sub-Saharan Africa, China, Japan, Indian, etc. Although its focal point is current problems, background material stresses such disciplines in each of the areas as geography, history, anthropology, sociology, political science, and economics

#### I. Instructional Objectives

- A. The student is to gain knowledge of the following non-Western areas:
  - 1. Middle East
  - 2. Sub-Saharan Africa
  - 3. Southern Asia
    - a. Southeast Asia
    - b. India
  - 4. East Asia
    - a. China
    - b. Japan
  - 5. Latin America
  - 6. Native American Indian cultures
- B. The student is to be made aware of the inter-relationships between the Western and the non-Western world
- C. The student is to develop adjutant mechanical skills concomitant upon the course, such as making and reading maps, analyzing statistics, etc.
- D. The student is to develop an awareness of the importance of current events by regular reading of newspapers and news magazines, especially as such news reflects the non-Western world
- E. The student is to develop ongoing oral and written communication skills
- F. The student is to develop ongoing skills in the critical thought processes by analyzing current social, economic, and political problems in the non-Western world and suggesting solutions to those problems

#### II. Concept Objectives

- A. History
  - 1. Change:  
People and institutions must be flexible and adaptable to new circumstances or they may decline and possibly be destroyed
  - 2. Continuity:  
The development of social, political, and economic institutions is always influenced by what has gone before

## Contemporary Non-Western Cultures

3. Cause and effect:  
Change can bring a country to a position of leadership, decline, or destruction
  4. Historical interpretation:  
Each impression of an event is influenced by the experience and culture of the observer, and therefore, facts may often be interpreted in more than one way
- B. Geography
1. Spatial relationships:  
Each area, regardless of type, fits spatially and functionally into the worldwide distribution of the separate geographic units and can be located in terms of distances and direction
  2. Maps:  
The study of maps and globes are necessary to understand various world situations
  3. Region:  
Cultural regions have developed out of long continued appraisal and human occupancy of uniquely endowed areas
  4. Linkage:  
Linkages among cultural areas accelerate due to technological development. However, industrial development takes place at an uneven rate due to cultural traits and the nature of the natural resources available
  5. New geographies:  
In living in their natural habitat, people not only use resources for their benefit, but may also remove, destroy, or modify them. People need to consider the problems of conserving earth resources and living in harmony with the environment
- C. Economics
1. Scarcity:  
Democratic and totalitarian states attempt to ease the problems of scarcity by diverse methods
  2. Specialization:  
A country will tend to specialize in producing goods and services that require larger quantities of its abundant and, therefore, cheaper resources
  3. Price:  
Use of money and banking systems grew out of and further increased the revival of trade that marked the beginning of the modern era
  4. Economic alternatives:  
In determining economic alternatives, an underdeveloped culture may place its values in areas other than those selected by highly developed cultures
- D. Political science
1. Law:  
Laws and customs serve a purpose in the country in which they evolve regardless of how unusual they may seem to others

## Contemporary Non-Western Cultures

2. Power:  
Nations differ in the methods of enforcing their laws
  3. Philosophy-ideology:  
The form of government differs from country to country, but governments providing for peaceful change of leadership are usually more successful than those resorting to violence
  4. Democracy:  
The origins of the democratic concept can be found in the history of Western Europe. Theoretically, in all democracies decision-making lies with the people, but democracies differ in the separation of powers and the division of authority
- E. Behavioral sciences
1. Personality:  
The same level of material culture may not be beneficial to or desired by all societies. Cultural variety enriches the entire community
  2. Basic needs:  
Some societies have been destroyed by bitter internal conflicts among their groups. But more often, such groups cooperate for the general good, being encouraged to do so by the customs, laws, and institutions of that culture
  3. Institutions:  
Modern times are characterized by great diversity in cultural patterns ranging from very primitive societies to highly developed ones
  4. Cultural universals:  
Different societies have different attitudes and values toward the rights of the individual, as against the rights and authority of the state. We stress individual rights; totalitarian states stress the rights of the state
- F. Philosophy
1. Values and beliefs:  
Within the world community both cultural similarities and differences play critical roles in world affairs
  2. Morality:  
Friction and conflict over morality may lead to struggles within and among nations
  3. Ethical variants:  
Differences in ethics must be considered in human relations on all levels
  4. Selection:  
A world that does not recognize, support, and respect the use of free choice in various cultural ethical systems will have severe political differences
  5. New geographies:  
In living in their natural habitat, people not only use resources for their benefit, but may also remove, destroy, or modify them. People need to consider the problems of conserving earth resources and living in harmony with the environment

## Contemporary Non-Western Cultures

6. Business cycles:  
Historically, various factors have contributed to business cycles  
and a variety of methods have been attempted to control them

### III. Content Outline

- A. West and non-West: an introduction to content
- B. The student and the culture concept: an introduction to critical skills
- C. Sub-saharan Africa
  1. Geography
  2. History
  3. Society
  4. Cultural fabric
  5. Current problems
    - a. Social
    - b. Economic
    - c. Political
- D. The Middle East
  1. Geography
  2. History
  3. Society
  4. Cultural fabric
  5. Current problems
    - a. Social
    - b. Economic
    - c. Political
- E. China
  1. Geography
  2. History
  3. Society
  4. Cultural fabric
  5. Current problems
    - a. Social
    - b. Economic
    - c. Political
- F. Japan
  1. Geography
  2. History
  3. Society
  4. Cultural fabric
  5. Current problems
    - a. Social
    - b. Economic
    - c. Political

## Contemporary Non-Western Cultures

### G. Southeast Asia

1. Geography
2. History
3. Society
4. Cultural fabric
5. Current problems
  - a. Social
  - b. Economic
  - c. Political

### H. India

1. Geography
2. History
3. Society
4. Cultural fabric
5. Current problems
  - a. Social
  - b. Economic
  - c. Political

### I. Latin America

1. Geography
2. History
3. Society
4. Cultural fabric
5. Current problems
  - a. Social
  - b. Economic
  - c. Political

### J. Soviet Union

1. Geography
2. History
3. Society
4. Cultural fabric
5. Current problems
  - a. Social
  - b. Economic
  - c. Political

### K. Comparisons and contrasts

1. Among countries within the non-Western world
2. Between the West and non-West

GRADED COURSE OF STUDY

OVERVIEW OF OBJECTIVES

AMERICAN HISTORY

COURSE OF STUDY  
OVERVIEW OF OBJECTIVES  
American History

I. Instructional Objectives

- A. A working definition of history, associating significant terms, and the relationship between history and other social studies
- B. The methods of the historian and basic elements of historiography
- C. The philosophic background of the American political system
- D. The historic growth of power of the national government
- E. The expansion of the American democratic ideal
- F. The rights of minorities
- G. The growth and importance of political powers within the American system
- H. Compromise is often necessary to resolve political conflict in a democracy
- I. The impact of geographic conditions upon American political development
- J. The evolution of American foreign policy from noninvolvement to world leadership
- K. The significance of the concept of free enterprise in American economic development
- L. The importance of the historic abundance of America's natural resources and the significance of their impending depletion
- M. The contributions of American labor to the economic system and the benefits labor has gained from the economic system
- N. The effects of technological developments on economic, social and political change in American society
- O. The significance and impact of increasing governmental involvement in the economy
- P. The immigrant nature of the American majority
- Q. The role of minority groups in American society
- R. The concept of individualism as fundamental to the story of American social history

## American History

- S. The reaction of American society to changing political, economic, social, and moral situations
- T. The idea that cultural achievements reflect the values and attitudes of our society
- U. The nature, characteristics, and significance of the American Indian culture
- V. The elements of European culture absorbed into American society
- W. The impact of African and Asian culture upon American society
- X. The relationship of American culture developments to technological advances in the growth of a mass culture
- Y. The relationship between current affairs and American history

## II. Concept Objectives

### A. History

- 1. Change:  
Technological developments tend to hasten economic and social change as reflected in urbanization
- 2. Continuity:  
Americans have been influenced by inherited values, ideas, and institutions, as well as by their environment and experiences
- 3. Cause and effect:  
Technological progress has advanced at a faster rate than social progress and Federal power has been increasing compared with that of the states
- 4. Historical interpretation:  
Complete neutrality in describing and interpreting historical events is impossible. Testing the validity and accuracy of reports on historical events is difficult but essential

### B. Geography

- 1. Spatial relationship:  
Westward expansion of the United States changed ideas of the relationship of distance, direction, and time. Technological developments and knowledge change some relationships within the nation and between the United States and other areas
- 2. Maps:  
Map study is necessary to understand the significance of changes in population, resources, and political distribution
- 3. Region:  
The geography of any given region changes as its people develop, acquire, or use each new idea or set of ideas
- 4. Linkage:  
The United States' linkage to foreign nations via international trade has changed in the past, and continues to shift, both in terms of nations and commodities

## American History

### 5. New geographies:

The location of natural resources in the United States has influenced political, economic, and social development

### C. Economics

#### 1. Scarcity:

The growth and direction of America's living standards have been determined by technological advancement, which in turn, has lately been influenced by the availability of certain raw materials in short supply

#### 2. Specialization:

Specialization has led to problems of ownership, management, and labor

#### 3. Price:

The idea of free, competitive enterprise has characterized the American economic system from its earliest beginnings

#### 4. Economic alternatives:

A variety of factors has influenced the direction of America's growth

#### 5. Business cycles:

Various governmental agencies have been created to protect the public from unscrupulous business practices and has given the government an increasingly powerful voice in national economic affairs

### D. Political science

#### 1. Law:

The Federal system is composed of various levels of government, each with its own powers and institutions

#### 2. Power:

Since the establishment of our country, conflicts between federal and state powers have arisen

#### 3. Philosophy-ideology:

The conflict between liberals and conservatives has demonstrated that compromise is necessary in a democracy where authority is delegated to various levels and branches of government

#### 4. Democracy:

United States' political history illustrates the necessity of making the government more responsive to the individual citizen via the democratic processes

#### 5. Citizenship:

The expansion of the franchise and political reform illustrates the important role of the individual citizen in a democracy

#### 6. Interdependence:

Prior to the twentieth century, the United States followed a foreign policy of noninvolvement, but since 1900 it has assumed its position as a world power and its actions affect other nations

### E. Behavioral sciences

#### 1. Personality:

American culture is the product of contributions of many talented people in all fields of human endeavor

## American History

2. Basic needs:  
Although composed of various racial and ethnic strains, the American people have similar basic needs, values, and desires
3. Institutions:  
Technology has increasingly standardized our culture and reduced regional differences
4. Cultural universals:  
Historically, various elements of the American population have organized themselves into pressure groups to influence governmental policies
5. Socialization and social control:  
Racial and ethnic tensions and conflicts among groups, resulting from historic factors, can and should be settled through cooperation
6. Cultural and social change:  
The industrial and agricultural revolutions have profoundly altered American life

### F. Philosophy

1. Values and beliefs:  
As a cultural entity, the United States maintains many universal values and beliefs and at the same time allows variation and change
2. Morality:  
Moral universals within our culture play a strong role in determining the correctness of our actions
3. Ethical variants:  
While there is a high degree of ethical universality within the United States, many strong institutions and individuals support different ethical values which contribute to moral change
4. Selection:  
Respect for personal freedom has been an ideal throughout American history
5. Changing morality:  
Some moral change and its acceptance is inevitable, but it should not be regarded as a threat to social stability

## III. Content Outline

### A. Value of history

1. What is history?
2. Methods of the historian
3. Problems of the historian

### B. Colonial America

1. Political development, 1607 - 1763
  - a. Impact of mercantilism
  - b. Comparison of British, French, and Spanish colonial policies
  - c. Growth of American self-government
  - d. Anglo-French struggle for North America
2. Social change, 1607 - 1776
  - a. Causes of colonial immigration
  - b. Growth of class structure
  - c. African slave trade and slavery

## American History

3. Cultural evolution, 1607 - 1783
  - a. Religion
  - b. Changes in European and American Indian influences
4. Economic development, 1607 - 1776
  - a. European economic motivations for colonialism
  - b. Economic differences among British North American colonies
  - c. Economic factors in the coming of revolution
- C. Revolutionary America - political development, 1763 - 1783
  1. Changing British colonial policy
  2. American reaction to new colonial policy
  3. Philosophic roots of American independence
  4. Importance of the Declaration of Independence
  5. War for independence
- D. Federal Period
  1. Political development, 1783 - 1800
    - a. Failure of the Articles of Confederation
    - b. The Constitution
      - a. Product of compromise
      - b. Framework of government
      - c. Bill of Rights
    - c. Washington's administration
    - d. Emergence of conservative-liberal tradition
    - e. Establishment of noninvolvement as American foreign policy
  2. Social change, 1776 - 1820
    - a. Changing social class structure
    - b. Jeffersonian Ideal (agrarianism)
    - c. Slavery as an institution
  3. Cultural evolution, 1783 - 1825
  4. Economic development, 1776 - 1850
    - a. Agrarian ideal and economic individualism
    - b. Impact and significance of foreign trade
    - c. Slavery as an economic institution
    - d. Early technological advances/rise of manufacturing
    - e. Utopian reaction to economic individualism
- E. Early republic - political development, 1800 - 1825
  1. Jeffersonian Democracy
  2. Territorial expansion
  3. John Marshall/judicial review/strengthened national government
  4. War of 1812
  5. Monroe Doctrine
- F. Jacksonian Democracy
  1. Political development, 1825 - 1850
    - a. Common man in government
    - b. Manifest destiny/growth of nationalism
    - c. State's rights and defense of nationalism
    - d. Emergence of slavery as a national issue
    - e. Whig reaction

## American History

2. Social change, 1820 - 1865
  - a. Cult of the common man
  - b. Beginnings of reform
  - c. Old immigration
3. Cultural evolution, 1825 - 1865
  - a. Romanticism and the common man
  - b. Immigrant counter-culture
- G. Civil War and Reconstruction
  1. Political development, 1850 - 1877
    - a. 1850's as a decade of crisis
    - b. Election of 1860 and coming of the war
    - c. Political, military, and economic reasons for Union victory and Confederate defeat
    - d. Emancipation and impact on the American black
    - e. Struggle over the nature of Reconstruction in the north
    - f. Impact of Radical Reconstruction in the south
    - g. Blacks under Reconstruction
    - h. End of Reconstruction/rise of the New South
  2. Social change, 1865 - 1900
    - a. Black liberation and and white reaction
    - b. Changes in life style
    - c. Urbanization
    - d. Social Darwinism and the Gospel of Wealth
    - e. New immigration
    - f. Lifestyles during the Gilded Age
  3. Cultural evolution, 1865 - 1914
    - a. Individualism, materialism, industrialism - cultural reaction
    - b. Growth of cosmopolitanism by contributions of immigrants and other minority groups
  4. Economic development, 1850 - 1900
    - a. Causes of the Industrial Revolution
    - b. Effects of the Industrial Revolution
- H. Era of Laissez Faire - political development, 1865 - 1900
  1. Government as the servant of vested interests
  2. Settlement of the Last Frontier
  3. Governmental response to immigration, urbanization, and labor
  4. Politics of reform
- I. Progressivism and reaction
  1. Political development, 1900 - 1929
    - a. Philosophy of Progressive reform
    - b. Nature of Progressive reform
    - c. Political legacy of progressivism
    - d. Imperialism
    - e. From imperialism to internationalism
    - f. Rejection of internationalism/return to noninvolvement
    - g. Conservative political reaction

## American History

2. Social change, 1900 - present
    - a. Effect of war and economic developments on the American people
    - b. Minorities in modern American society
    - c. Changing lifestyles
  3. Cultural evolution, 1914 - 1945
    - a. Rejection of reality against backgrounds of war and depression
    - b. Independence and recognition of American culture
    - c. Minority contributions
  4. Economic development, 1900 - 1960
    - a. Progressivism as right of the State to correct economic abuses and implement reform
    - b. New Deal
    - c. Economics and foreign policy
- J. Era of the New Deal - political developments, 1929 - 1960
1. Political effect of the Great Depression
  2. Philosophy, nature, and legacy of New Deal
  3. Coming of World War II and American isolationism
  4. American participation in World War II
  5. Post war America
  6. Cold War/containment
- K. New directions
1. Political development, 1960 - present
    - a. Question of further expansion of Federal power
    - b. Federal government role in protection and expansion of minority rights
    - c. Increased role of government in economic affairs
    - d. Government and expanding technology
    - e. Foreign policy
    - f. Policies of protest
  2. Cultural evolution, 1954 - present
    - a. Struggle for free expression in the midst of increasing encroachment upon individualism
    - b. Integration of minority cultures into American mainstream
  3. Economic development, 1960 - present
    - a. Continued development of government's role in the economy
    - b. Continued acceptance of government's economic responsibilities against background of prosperity, inflation, and recession

GRADED COURSE OF STUDY

OVERVIEW OF OBJECTIVES

AMERICAN GOVERNMENT

COURSE OF STUDY  
OVERVIEW OF OBJECTIVES  
American Government

I. Instructional Objectives

- A. The student is to gain a knowledge of the American political system and how it operates
- B. The student is to gain the skills needed to be an informed, critically thinking, and active citizen
- C. The student is to know how to participate effectively within the American political system at all levels
- D. The student is to know the rights and duties of American citizens
- E. The student is to understand the basic types of political systems and the sharing of political power
- F. The student is to understand the significance of all levels of government upon his/her life on a daily basis

II. Concept Objectives

A. History

1. Change:

Urbanization, industrialization, migration, and world developments are bringing new problems which demand critical analysis by informed citizens

2. Continuity:

Current problems are largely products of the past. This must be taken into account in order to arrive at solutions to new problems

3. Cause and effect:

Problems are generally the price of progress and struggle may be frequently involved. Failure to solve problems may lead to disintegration of our society. Every policy (including doing nothing) involves certain risks. Rational and objective consideration of alternatives reduces the possibility of error in solving problems

4. Historical interpretation:

Contemporary governmental problems may be interpreted in various ways depending upon the experience, culture, and position of the observer

B. Geography

1. Spatial relationships:

Local, state, and national governments function with their legal and physical limits

2. Linkage:

The United States is a complicated maze of internal and external economic, social, and political linkage

## American Government

### 3. New geographies:

Political units and their spatial arrangements and relationships change due to the following items: changing ideas, numbers, population arrangements, appraisals, and uses of locations and resources

## C. Economics

### 1. Scarcity:

Economic problems such as inflation, energy shortages, distribution of income and the need to match productive capacity to newly created wants, present continuing challenges to the American people and their government

### 2. Specialization:

Automation is compounding the problems inherent in unemployment and occupation relocation

### 3. Price:

The inter-relationships among government, labor, management, and capital determine the economic conditions in the United States

### 4. Economic alternatives:

In our mixed economy, a sound national economy with reasonable full employment is the result of a shifting combination of consumer, business, government, and foreign demands

### 5. Business cycles:

The government and private enterprise can cooperate in order to alleviate the boom or bust cycles

## D. Political science

### 1. Law:

The government of the United States is one of laws and therefore, a respect for law is essential

### 2. Power:

There are legitimate processes to influence change without resorting to violence

### 3. Philosophy-ideology:

Through its implied powers, the national government has extended its authority into social and economic areas

### 4. Democracy:

Democracy seeks to protect the rights of individuals and minority groups and permits the people to express their wishes through voting, political parties, and pressure groups. Equal treatment, opportunity, and justice for all citizens are important goals for all democracies

### 5. Citizenship:

An active, educated citizenry, which knows its obligations and defends its rights, is essential to preserving our democratic government

### 6. Interdependence:

A division of responsibility and interdependence exists at all levels of government. Furthermore, all nations in the modern world are part of a global, interdependent system of economic, sociological, cultural, and political life

## American Government

### E. Behavioral sciences:

1. Personality:  
Laws and court decisions influence human behavior and help to change people's ideas and attitudes
2. Institutions:  
American political institutions reflect the ideals and values of the American people
3. Cultural universals:  
Individuals, in an effort to solve their problems, form and use political parties and other groups to influence governmental decisions and policies
4. Cultural and social change:  
People tend to accept technological changes more rapidly than changes in the nonmaterial aspect of their culture. This creates social and legal problems and even crises that can be overcome by cooperative effort
5. Socialization and social controls:  
In all societies, including the United States, informal controls of behavior are reinforced by more formal controls, such as laws and institutions

### F. Philosophy

1. Values and beliefs:  
Regional variations in values and beliefs expressed by individuals, political parties, or pressure groups play a vital role in the United States' government
2. Morality:  
Adherent to moral principles by all Americans is important for the survival of our democratic system
3. Ethical variants:  
Opportunities for different ethical principles are matters for concern by government

## III. Content Outline

- A. The federal nature of the United States' political system
  1. Federalism
  2. Separation of powers
  3. Checks and balance system
  4. Constitutional amendment process
- B. Political parties, nomination, and elections
- C. Citizen participation in special interest groups and in all levels of government
- D. Congress
  1. The powers of congress
  2. The legislative process
  3. The influence of citizen lobbyists and other pressure groups upon congress

## American Government

- E. The president
  - 1. The powers of the presidency
  - 2. The roles of the president
  - 3. The cabinet and the other executive offices
- F. The Federal Court system
  - 1. The Supreme Court
    - a. Powers of the Supreme Court
    - b. Operation of the Supreme Court
  - 2. The lower federal courts
- G. The Bill of Rights and the responsibilities of citizenship
- H. State government with emphasis on Ohio
  - 1. The state legislature
  - 2. The state executive
  - 3. The state court system
- I. Local government
  - 1. County government with emphasis on Cuyahoga County
  - 2. City government and urban problems with emphasis on Euclid
- J. Global politics and government
  - 1. Comparative political systems
    - a. The parliamentary-cabinet system
    - b. Communism and other dictatorships
  - 2. Comparative economic systems
    - a. Capitalism
    - b. Socialism
  - 3. The United Nations
  - 4. The interdependence of nations

GRADED COURSE OF STUDY

OVERVIEW OF OBJECTIVES

HUMANITIES

## COURSE OF STUDY

### OVERVIEW OF OBJECTIVES

#### Humanities

A one semester elective for seniors to complete one-half of the senior requirement for social studies

#### I. Instructional Objectives

- A. The student is to become familiar with the major philosophical and cultural achievement of western man
- B. The student is to understand and analyze the major philosophical developments in western civilization
- C. The student is to understand the role of the fine arts (music, sculpture, painting, architecture, dance, literature, etc.) as a means of human creativity and self-expression, as well as a means to indicate the values of a given historical period
- D. The student is to appreciate the uniqueness and dignity of all persons
- E. The student is to develop an appreciation of the fine arts both as a participant and as an observer
- F. The student is to develop critical thinking in regards to philosophies and ideologies, as well as the fine arts

#### II. Concept Objectives

- A. History
  1. Change:  
The fine arts and philosophy are indications of change in a society
  2. Continuity:  
To understand cultural developments, the student must be aware of the development of the arts and philosophy throughout history
  3. Cause and effect:  
The cultural achievements of humans have been both a cause and effect of change
  4. Historical interpretation:  
People tend to analyze and assess other cultures in light of their own environment
- B. Geography  
Spatial relationship:  
Cultural traits and the nature of the natural resources of society are reflected in its values and arts
- C. Economics
  1. Scarcity:  
Economic abundance and scarcity affect the growth of culture and philosophy in a society

## Humanities

2. Business cycles:  
Financial aid to the creative arts is effected by the business cycle and human values
- D. Political science
  1. Philosophy-ideology:  
Philosophy and the fine arts have influenced, expressed, and transmitted the types and ideals of government
  2. Citizenship:  
The philosopher and the artist must be aware of their obligations to society
  3. Interdependence:  
Each nation has its own unique contributions to the arts and philosophy, and exchange of these contributions help to foster international understanding
- E. Behavioral sciences
  1. Personality:  
The fine arts and philosophy offer numerous examples of the uniqueness and similarity of all human beings
  2. Basic needs:  
Humans have a basic need to express themselves and interpret others through the creative arts and crafts
  3. Institutions:  
Historically, "golden ages" occur when there is a simultaneous flowing in several areas: intellectual, scientific, artistic, political, etc.
  4. Cultural universals:  
All cultures have been enriched by the contributions of talented people in many fields of human endeavor, such as science, the arts, philosophy, technology, etc.
  5. Socialization and social control:  
The creative arts are a means which an individual can use to understand his/her culture and also contribute to it
- F. Philosophy
  1. Values and beliefs:  
The values and beliefs of a society are often reflected through its creative arts
  2. Morality:  
The creative arts and philosophy have served to develop personal and public systems of morality
  3. Ethical variants:  
There are similarities and differences of ethical variants in moral philosophies
  4. Selection:  
The development of ethical thought through reason gives evidence of how the human being can reach a rational moral life

## Humanities

5. Changing morality:  
Philosophy and the creative arts are prime examples of the ethical changes and conflicts throughout history

### III. Content Outline

- A. Classical and medieval philosophical developments
  1. Pre-Socratic philosophies
  2. Socrates
  3. Plato
  4. Aristotle
  5. Hellenistic philosophies
    - a. Epicureanism
    - b. Stoicism
    - c. Skepticism
  6. Roman philosophic developments
  7. The philosophy of the Church Fathers, especially St. Augustine
  8. The revival of Aristotelian philosophy
    - a. Abelard and Conceptualism
    - b. St. Thomas Aquinas and Scholasticism
- B. Classical art and architecture
  1. The Hellenic period
  2. The Hellenistic period
  3. The Roman period
- C. Medieval art and architecture
  1. The Byzantine style
  2. The Romanesque style
  3. The Gothic style
- D. Renaissance artistic achievements
- E. Classical, medieval, and Renaissance music
- F. The philosophical developments from the Renaissance through the eighteenth century
  1. Machiavelli
  2. The scientific revolution and its impact
  3. The doctrine of natural law
    - a. Descartes
    - b. Hobbes
    - c. Locke
  4. The philosophes
    - a. Montesquieu
    - b. Voltaire
    - c. Rousseau
  5. Economic philosophers
    - a. Physiocrats
    - b. Adam Smith

## Humanities

- c. Malthus
- d. Ricardo
- G. The art and architecture of the Baroque and Rococo periods
- H. The music of the Baroque and Classical periods
- I. The philosophy of the nineteenth and twentieth centuries
  - 1. Romanticism
    - a. Burke
    - b. Kant
    - c. Hegel
  - 2. Karl Marx and communism
  - 3. The impact of Charles Darwin
  - 4. The impact of Nietzsche
  - 5. The ideas and impact of Sigmund Freud
  - 6. Existentialism and other twentieth century philosophic trends
- J. The significance of nineteenth century music
  - 1. Romanticism
  - 2. Realism
  - 3. Nationalism
- K. Nineteenth century art
  - 1. Neo-classicism
  - 2. Romanticism
  - 3. Realism
  - 4. Impressionism and post-impressionism
- L. Twentieth century music
- M. Twentieth century art and architecture

GRADED COURSE OF STUDY

OVERVIEW OF OBJECTIVES

ECONOMICS

## COURSE OF STUDY

### OVERVIEW OF OBJECTIVES

#### Economics

A second semester course offered as an elective to seniors. The first semester fulfills the school requirement of a course in United States government, while the second deals with the basic concepts in understanding economics

#### I. Instructional Objectives

- A. The student is to gain an understanding of the fundamentals of economics, emphasizing the following:
  1. The role of the consumer is determining the utilization of the factors of production
  2. Various forms of business organizations
  3. Money, credit, and banking
  4. The role of government in the economy
  5. Distribution of personal income
  6. Measurement of the national income
  7. Comparative economic systems
  8. Analysis of economic problems, such as:
    - a. Unemployment
    - b. Prosperity
    - c. Labor-management relations
    - d. Inflation cause and effect
- B. The student is to develop adjunct mechanical skills concomitant upon the discipline itself, such as reading and analyzing charts, graphs, financial reports, and stock market quotations
- C. The student is to develop ongoing skills in the critical thought processes emphasizing abstract reasoning techniques and applications
- D. The student is to develop ongoing oral and written communication skills
- E. The student is to achieve an understanding of comparative economic systems throughout the world
- F. The student is to develop application of abstract economic principles to his daily life

#### II. Concept Objectives

- A. History
  1. Change:  
Technology, urbanization, and industrialization have brought changes in economic systems
  2. Continuity:  
Modern economic problems are largely products of the past and must be understood in this context in order to achieve solutions

## Economics

3. Cause and effect:  
Progress demands changes in economic systems
  4. Historical interpretations:  
Interpretation of economic philosophies is determined by the immediate conditions of the economy
- B. Geography
1. Spatial relationships:  
Economic and technological development may tend to minimize spatial relationship
  2. Maps:  
Economic study of an area depends upon knowledge of geographic elements, such as people, resources, and production
  3. Region:  
There are differing economic regions within political units
  4. Linkage:  
Economic development facilities create linkage within and among nations
  5. New geographies:  
As ideas and technologies change, the functions, sizes, and importance of political units change and give rise to problems which must be studied and solved
- C. Economics
1. Scarcity:  
The conflict between unlimited wants and limited natural and human resources is the basic economic problem. Scarcity still persists in the world
  2. Specialization:  
Geographical, occupational, and technological specialization are the results of man's desire to produce more, better, and faster
  3. Price:  
Money serves as a medium of exchange, measure of value, and a store of value. Specialization leads to interdependence which demands a market where buyers can meet
  4. Economic alternatives:  
All societies must make decisions determining the use of land, labor, management, capital, production, and distribution
  5. Business cycle:  
Economic growth, stability, and security are modified by public policy and at the same time attempts are made to minimize restrictions
- D. Political science:
1. Law:  
Economic laws have been developed to explain and cope with economic conditions
  2. Power:  
In a complex society, the government has a role to help guide the nation's economy

## Economics

3. Philosophy-ideology:  
There is an interchange of influence between the philosophies of government and economics
4. Democracy:  
Democracy seeks to protect the economic rights of individuals and concerns itself with the general welfare of the society
5. Citizenship:  
Each citizen must be aware of his/her economic responsibility to society
6. Interdependence:  
Within a nation and among nations, economic interdependence exists

### E. Behavioral sciences

1. Personality:  
Individuals are demanding a fairer share of the world's goods so they can raise their standard of living
2. Basic needs:  
Modern society has forced us to interpret consumption and ownership of material goods as a basic need
3. Institutions:  
Economic institutions exist to help meet the basic needs of people
4. Cultural universals:  
The American economic universals consist of capitalism, the free enterprise system, private property, etc.
5. Socialization and social control:  
Each culture tends to create its own methods of production and distribution which it attempts to teach and enforce
6. Cultural and social change:  
Economic development (inventions) is an essential part of cultural and social change

### F. Philosophy

1. Values and beliefs:  
Values and beliefs play a strong role in determining the economic systems of nations
2. Morality:  
The conducting of business requires adherence to moral standards
3. Ethical variants:  
Ethical variants must be considered in any economic enterprise
4. Selection:  
Proper decisions in economics are derived through reason and an awareness of maintaining freedom of choice
5. Changing morality:  
Historically, there has been ethical conflict in the discipline of economics

## III. Content Outline

- A. The economic system of the United States
  1. The meaning and importance of economics

## Economics

2. The United States' economic system and its evolution
  3. Freedom and specialization in our economy
- B. Production of goods and services
1. Goods, income, and production
  2. Marketing - from producers to consumers
  3. Organizing and managing business
  4. Corporations and cooperatives
  5. Application of stock market investment via student investment club buying and selling stock on major United States exchanges
  6. Modern production problems
- C. Price determination
1. Competition and prices
  2. Monopoly and prices
  3. Government control of prices
  4. Prices and the value of money
- D. Distribution of national income
1. Sharing the national income
  2. Wages for labor
  3. Rent for land
  4. Interest for capital
  5. Profits for enterprisers
  6. Labor unions and employers
- E. Money, credit, and banking
1. Money and its uses
  2. Credit and its use
  3. Banking and its use
  4. Making and keeping a personal budget
- F. National income - growth and stability
1. Measuring the national income
  2. Business cycles and economic growth
  3. Principles of inflation, deflation, recession, and depression
- G. Government, finance, and taxation
1. Government, taxes, and the public debt
  2. Our taxation system
  3. Computing your federal income tax
  4. The social security system
- H. International economic problems
1. Buying and selling between nations
  2. Making payments between nations
  3. Comparative economic systems

GRADED COURSE OF STUDY

OVERVIEW OF OBJECTIVES

PSYCHOLOGY

COURSE OF STUDY  
OVERVIEW OF OBJECTIVES

Psychology

A one semester elective course for seniors to complete one half of the senior requirement for social studies

I. Instructional Objectives

- A. Apply many of the theories, concepts, and generalizations about human behavior to everyday situations
- B. Interpret the significance of learning theories to his/her own and others' behavior
- C. Demonstrate and apply the problem-solving or scientific method to given cases
- D. Describe the nature and function of the various parts of the nervous endocrine systems
- E. Explain the impact of sensations and perceptions that human beings have and make about their world
- F. Trace the significant states of prenatal, infant, child, adolescent, adult, and geriatric development and point to their impact
- G. Outline the vital human need for interaction and discuss the behavior of people in groups of all kinds
- H. Identify and explain the major personality theories and the men and women who fostered them
- I. Discuss the role of the family in the successful growth and development of the individual
- J. Briefly compare the differences between normal and abnormal behavior and discuss how society deals with these differences
- K. Generalize about the use of intelligence, aptitude, and achievement tests and their consequences
- L. Discuss the various research methods available to social scientists and complete some case study research
- M. Outline the historical development of psychology

II. Concept Objectives

- A. History

## Psychology

1. Change:  
Our understanding of behavior has increased as our scientific knowledge has increased
  2. Continuity:  
The study of behavior has evolved from mere observation and thought to scientific study and experimentation
  3. Cause and effect:  
Human and animal behavior potential is limited by heredity and conditioned by the physical and social environment
  4. Historical interpretation:  
Humans have always been interested in their behavior, both individual and group
- B. Behavioral sciences
1. Personality:  
Each individual is a unique being with a personality solely characteristic of him/her
  2. Basic needs:  
Each individual has basic needs which are met within a social setting through membership in primary and secondary groups
  3. Institutions:  
People develop institutions to provide acceptable ways and means of meeting their needs and coping with their problems
  4. Cultural universals:  
Human nature is basically similar throughout the world. However, humans take on the characteristics of their culture as they acquire its values, knowledge, and skills. They, in turn, modify that culture through their contributions
  5. Socialization and social control:  
Individuals learn accepted ways of perceiving, thinking, and behaving from their culture. Social control is the means by which the culture enhances adjustment
  6. Cultural and social change:  
Some individuals produce change. Humans are affected by social and cultural change
- C. Philosophy
1. Values and beliefs:  
Humans, individually and in groups, establish, maintain, and change a complicated system of values and beliefs
  2. Morality:  
Concepts of right and wrong evolve from individual creativity and through family, religious, educational, political, and social behavior
  3. Ethical variants:  
Some conflicts and frustrations result from differences in ethical beliefs
  4. Selection:  
In some situations individuals have a measure of freedom of choice and in others a code of behavior is imposed by authority
  5. Changing morality:  
As ethics change, there may be interactions and conflicts within human behavior

III. Content Outline

- A. Psychology and everyday life
  - 1. The importance of awareness and reason
  - 2. Insight into human behavior
  - 3. Applied psychology
  - 4. History of psychology as a science - schools
- B. Learning theory
  - 1. Classical conditioning
  - 2. Operant conditioning
  - 3. Behavior modification
  - 4. Other themes
- C. Problem solving and creativity
  - 1. The scientific method
  - 2. Memory
  - 3. Thinking and creativity
  - 4. Intelligence and its many facets
- D. Psychology and physiology
  - 1. The brain and central nervous system
  - 2. The endocrine system
  - 3. Heredity and environment
- E. The senses
  - 1. Vision and hearing
  - 2. Smell and taste
  - 3. The skin
  - 4. Balance and body language
- F. Perception - Gestalt
- G. Human development and change
  - 1. Prenatal
  - 2. Infancy and childhood
  - 3. Adolescence
  - 4. Adulthood
  - 5. Maturity
  - 6. Geriatrics
- H. Human relations
  - 1. Communication
  - 2. Seeing others and ourselves
  - 3. Group interaction
  - 4. Values and norms
  - 5. Conflict and conflict resolution
  - 6. Propaganda techniques
  - 7. Authority and subservience

## Psychology

- I. Personality theories
  - 1. Freudian psychology
  - 2. Humanistic psychology - Maslow and Rogers
  - 3. Existential psychology - May and Laing
  - 4. Behaviorism - Skinner and Cattell
  - 5. Gestalt
- J. The family and the individual
  - 1. Functions of the institution
  - 2. Role and modeling
  - 3. Conflict and resoltuion
  - 4. Emotional separation
  - 5. Death and loss
- K. Mental health and unhealth
  - 1. Stress and anxiety
  - 2. Classification of health
  - 3. Disorders and therapy
  - 4. Alcholoslsm and drug abuse
- L. Psychological testing
  - 1. Norms and test accuracy
  - 2. Intelligence measures and controversy
  - 3. Personality testing
- M. How to do basic research
  - 1. The types and methods of studies
  - 2. Case studies, observation, and statistics
  - 3. Using statistics to interpret data
  - 4. How to do a research project

GRADED COURSE OF STUDY

OVERVIEW OF OBJECTIVES

SOCIAL INSTITUTIONS

## COURSE OF STUDY

### OVERVIEW OF OBJECTIVES

#### Social Institutions

This one semester senior course offers one credit toward graduation when taken with the first semester American Government course

#### I. Instructional Objectives

- A. The complexity of the decision-making process of value judgements
- B. The history and sociology of the American family unit
- C. The process of socialization and self-understanding
- D. The basis of successful marriage and the criteria for proper mate selection
- E. The career opportunities of the work-a-day world
- F. The concepts of personal finance
- G. The expenses of daily living on their own by establishing a budget on the average per capita income by Cuyahoga County
- H. The theory of taxation and how to fill out local, state, and federal income tax returns

#### II. Concept Objectives

- A. History
  - 1. Change:  
People and institutions must be flexible and adaptable to circumstances or face possible destruction
  - 2. Continuity:  
The development of social, political, and economic institutions is always influenced by what went on before
  - 3. Cause and effect:  
The family and society are affected by the problems of individuals within these social groups
- B. Economics
  - 1. Scarcity:  
Despite an apparent abundance in America today, conflicts and problems exist over the scarcity of certain goods and services
  - 2. Specialization:  
Geographical, occupational, and technological specialization are the results of our desire to produce more, better, and faster
  - 3. Price:  
Many factors, including specialization, interdependence, and market size, affect prices. The family plays many roles in the economy, such as producer, consumer, and investor

## Social Institutions

4. Economic alternatives:  
All societies and members, thereof, must make decisions determining the use of land, labor, management, capital, production, and distribution
  5. Business cycle:  
The business cycle affects all of society's institutions and its members
- C. Political science
1. Law:  
Within an institution, regulations are established to provide a course of interaction among its members
  2. Philosophy-ideology:  
Individuals adopt a code of behavior which usually is consistent with the values of the institutions of society
  3. Democracy:  
Some of society's institutions permit some democratic ideals to be utilized, while others operate in a more dictatorial manner
  4. Citizenship:  
Institutions and individuals serve as a nucleus for citizenship development and action
  5. Interdependence:  
Institutional interdependence is basic to our society
- D. Behavioral sciences
1. Personality:  
Every individual is unique in his/her appearance and behavior, in the image he/she projects, and in his/her self-image
  2. Basic needs:  
The human being is a social creature and its basic physiological, sociological, and psychological needs and wants motivate its behavior
  3. Institutions:  
We have established social institutions which facilitate the satisfaction of our needs and wants
  4. Cultural universals:  
Human nature is basically similar throughout the world; however, humans take on the characteristics of their culture as they acquire its values, knowledge, and skills. They, in turn, modify that culture through their contributions
  5. Socialization and social control:  
Individuals learn accepted ways of perceiving, thinking, and behaving from their culture. Culture enhances adjustment through social control
  6. Cultural and social change:  
Individuals and institutions can produce change and are affected by it

## Social Institutions

### E. Philosophy

1. Values and beliefs:  
People, individually and in groups, establish, maintain, and change a complicated system of values and beliefs
2. Morality:  
Concepts of right and wrong evolve from individual creativity and through social institutions
3. Ethical variants:  
Conflicts and frustrations result from differences in ethical beliefs
4. Selection:  
In some situations, individuals have a measure of freedom of choice, while in others, a code of behavior is imposed by institutions or authority forces
5. Changing morality:  
As ethics change there may be interaction and conflict between and among individuals and institutions

### III. Content Outline

#### A. Moral reasoning

#### B. Sociology of the family

1. Types of families
2. Organization of families
3. Functions of families
4. Changes affecting the family unit
5. Alternatives to families and marriage

#### C. Socialization and self-understanding

1. Purposes of psychology
2. Factors influencing human behavior
  - a. Hereditary
  - b. Environmental
3. Personality development
4. Basic needs and influence on determining behavior
5. Detour behavior
  - a. Defense
  - b. Escape
6. Nature of emotion
7. Nature of habits
8. Abnormal behavior
  - a. Classification
  - b. Causes
  - c. Symptoms
  - d. Therapy

#### D. Mate selection

1. Statistics involving marriage and divorce
2. Problematical areas of marriage
3. Love vs. physical attraction

## Social Institutions

4. Characteristics of suitable marriage partner
  5. Preparation for successful marriage
  6. Role of sex in marriage
- E. Careers
1. Importance of preparation in career planning
  2. Practice in filling out job applications
  3. Important considerations in preparing for a first job hunt
- F. Personal finance
1. Hazards and merits of mail-order purchasing
  2. Precautions necessary in purchasing a used automobile
  3. Cautions necessary in digesting advertising
  4. Cautions necessary in installment purchasing
  5. Steps to take if one finds oneself in debt
  6. Investigation of questionable businesses/practices
  7. Ways money can serve the individual
- G. Establishing a budget
1. Management of income
  2. Use of newspaper classified advertisements to locate and discern cost of necessary items
  3. Construction of a personal budget based on average per capita income of Cuyahoga County
- H. Taxation
1. Rationale for taxes
  2. Principles of taxation
  3. Types of taxes
    - a. National
    - b. State
    - c. Local
  4. Filling out city, state, and federal income tax returns

GRADED COURSE OF STUDY

OVERVIEW OF OBJECTIVES

CONTEMPORARY AMERICA

## COURSE OF STUDY

### OVERVIEW OF OBJECTIVES

#### Contemporary America

A one semester elective course for seniors to complete one half of the senior requirement for social studies

#### I. Instructional Objectives

- A. Identify America's role as a world power since the end of World War II and its relationship with the U.S.S.R. in a struggle for supremacy
- B. Describe the changing relationship between America and the new and emerging areas in the world
- C. Discuss the need for world cooperation and security in the nuclear age
- D. Identify and analyze the major domestic social issues emerging in America's turbulent sixties
- E. Discuss the major American political developments since the end of the Second World War
- F. Explain the impact of the changing economic and energy outlook on the American way of life

#### II. Concept Objectives

##### A. History

1. Change:  
Urbanization, industrialization, and migration are bringing about changes that are creating new problems that demand critical analysis by informed citizens
2. Continuity:  
Current problems are largely problems of the past. In order to arrive at solutions for new problems, this must be taken into account
3. Cause and effect:  
Problems are the price of progress which generally involves struggle. Failure to solve its problems may lead to the disintegration of a society
4. Historical interpretation:  
Contemporary governmental problems may be interpreted in various ways depending upon the experience, culture, and position of the observer

##### B. Geography

1. Linkage:  
The nation is a complex maze of internal and external economic, social, and political linkages

## Contemporary America

### 2. New geographies:

Political units and their spatial arrangements and relationships change due to the following items: changing ideas, numbers, population arrangements, appraisals, and uses of locations and resources

### C. Economics

#### 1. Scarctiy:

Despite an apparent abundance in America today, such economic problems as distribution of income and the need to match productive capacity to newly created wants present continuing challenges

#### 2. Specialization:

Automation is complicating the problems inherent in unemployment and occupational relocation

#### 3. Price:

The inter-relationships among government, labor, management, and capital determine the economic conditions in the United States and among the nations of the world

#### 4. Economic alternatives:

A sound economy is the result of a shifting combination of consumer, business, government, and foreign demands

#### 5. Business cycles:

The government and private enterprise can cooperate in order to alleviate the boom or bust cycles

### D. Political science

#### 1. Law:

The government of the United States is one of laws; therefore, a respect for the law is essential

#### 2. Power:

There are legitimate processes to influence change without using violence

#### 3. Philosophy-ideology:

The national government's extention of its authority into social and economic areas is a continual area of controversy

#### 4. Democracy:

Equal treatment and justice for all citizens are important goals for democracy

#### 5. Citizenship:

An active, educated citizenry which knows its obligations and defends its rights is essential to preserving our democratic government

#### 6. Interdependence:

A division of responsibility and interdependence exists at all levels of government. Furthermore, all nations in the modern world are part of a global, interdependent system of economic, sociological, cultural, and political life

### E. Behavioral sciences

#### 1. Personality:

Laws and court decisions influence human behavior and help change people's ideas and attitudes

## Contemporary America

2. Basic needs:  
As our standard of living has risen, our needs have increased and so have our ways of satisfying them
3. Institutions:  
American institutions reflect the ideals and ethical values of the American people
4. Cultural universals:  
In an effort to solve problems, individuals form and use political parties and other groups to influence governmental decisions and policies
5. Socialization and social control:  
In all societies, informal controls over behavior are reinforced by more formal controls such as laws and institutions
6. Cultural and social change:  
People tend to accept technological changes more readily than changes in the nonmaterial aspects of their culture. This creates social problems and even crises that can be overcome by cooperative effort

### F. Philosophy

1. Values and beliefs:  
Values and beliefs expressed individuals, political parties, or pressure groups play a vital role in contemporary American society
2. Morality:  
Adherence to moral principles by all Americans is important for the survival of our democratic system
3. Ethical variants:  
Opportunities for different ethical principles are matters for concern by our society
4. Selection:  
Any leader in a democratic society must respect free choice as a moral and legal right
5. Changing morality:  
Recent changes in American society reflect changes in traditional moral positions

## III. Content Outline

- A. The United States in foreign affairs
  1. Europe and the Cold War - Marshall Plan to Truman Doctrine
  2. China and Korea
  3. Vietnam and South East Asia
  4. United States and the Third World - Mideast and Africa
  5. Nuclear power and weaponry - SALT, START
- B. On the Home Front
  1. Civil rights in the sixties
  2. Energy in the seventies
  3. Domestic politics - presidential elections, Watergate
  4. Social and cultural developments
  5. Problems of the eighties

GRADED COURSE OF STUDY

OVERVIEW OF OBJECTIVES

CRIME AND PRISONS

## COURSE OF STUDY

### OVERVIEW OF OBJECTIVES

Various nine-week courses are chosen by seniors to fulfill one-half of their senior social studies requirement. (American Government is the other semester credit). The courses involve major sociological and psychological concepts within each special subject area. The phase courses include Crime and Prisons, Death and Dying, and Marriage and the Family

#### Crime and Prisons

##### I. Instructional Objectives

- A. Outline and discuss all the major phases of criminal justice system local, state, and federal
- B. Discuss normal and deviant behavior and the limits placed upon them by society
- C. List and discuss the social and economic factors of crime
- D. Analyze the theories and methods of rehabilitation within the present prison system
- E. Report on alternative prisons with emphasis on various rehabilitation attempts and their results

##### II. Concept Objectives

- A. Geography  
Spatial relationship:  
The criminal justice system is a complicated system of authority at the local, state, and national levels
- B. Political science
  1. Law:  
The government of the United States is one of laws, and therefore, a respect for law is essential
  2. Philosophy-ideology:  
Within a society, principles and regulations are established to provide a secure course of interaction among people of that society
- C. Behavioral sciences
  1. Personality:  
Methods of rehabilitation and reform should be based on psychological and sociological principles which must fit the individual as closely as possible
  2. Institutions:  
Communities establish patterns of individual or group behavior for their members
  3. Cultural universals:  
The causes of crime are varied and complex as are the methods for combatting crime

## Crime and Prisons

4. Socialization and social control:  
Socialization is when individuals learn accepted ways of thinking and behaving from their culture. For those who do not conform to the norms of the culture, social control is the means of conformity

### D. Philosophy

1. Values and beliefs:  
When rules or laws are broken, punishment should be expected
2. Morality:  
If the criminal justice system mistreats or commits injustice to the criminal, it becomes criminal itself
3. Selection:  
Ethical systems may be personal or imposed from without by the state, education, religion, family, etc.

## III. Content Outline

- A. The criminal justice system as it operates
  1. State, federal, and local
  2. Crimes and penalties in Ohio
  3. Plea bargaining and the courts
- B. Normal and deviant behavior
  1. Social and psychological bases
  2. Economic realities and costs of crime
  3. Juvenile delinquency
  4. White-collar crime
- C. The United States prison system today and in the past
  1. Punishment or reform
  2. Capital punishment
  3. Recent United States prison successes and failures

GRADED COURSE OF STUDY

OVERVIEW OF OBJECTIVES

DEATH AND DYING

## COURSE OF STUDY

### OVERVIEW OF OBJECTIVES

#### Death and Dying

##### I. Instructional Objectives

- A. Discuss the social and psychological impact of loss and grief of a loved one upon family and friends
- B. Review various medical, legal, and philosophical opinions on the definition of death
- C. Outline methods of practical death preparation such as the handling of wills, insurance, bank accounts, taxes, preplanned funerals, donations of body parts, etc.
- D. Discuss the controversial moral issues of abortion and capital punishment

##### II. Concept Objectives

- A. History
  - 1. Change:  
The attitudes of society towards death have changed throughout the centuries
  - 2. Historical interpretation:  
People have always had ceremonies and services concerning death
- B. Economics
  - 1. Scarcity:  
There are economic impacts and effects when society loses a member
  - 2. Economic alternatives:  
There are economic alternatives available to the family of a deceased person
- C. Political science
  - 1. Law:  
Governments have established laws concerning death, burial, etc.
  - 2. Philosophy-ideology:  
Many issues related to death involve government: euthanasia, abortion, capital punishment, etc.
- D. Behavioral sciences
  - 1. Personality:  
The discussion of death, even one's own, can lead to a greater understanding and appreciation of one's life
  - 2. Basic needs:  
Grief is a long and painful psychological process which seems essential to most people who suffer the loss of loved one
  - 3. Institutions:  
Society has established institutions which assist and aid the bereaved

## Death and Dying

### 4. Cultural universals:

Humans mourn death but the characteristics of their mourning are determined by their society

### E. Philosophy

#### 1. Values and beliefs:

Humans, individually and collectively, establish, maintain, and change a complicated system of values and beliefs about death

#### 2. Morality:

Concepts concerning death and morality are obtained from the individual's family, religious, educational, political, and social experiences

#### 3. Ethical variants:

There are many ethical variants involved in the study of death

#### 4. Selection:

In some situations involving death, individuals may have a measure of freedom of choice and in others a code of behavior is imposed by authority

#### 5. Changing morality:

As ethics and attitudes towards death and the dying change, there may be personal inner conflict

## III. Content Outline

### A. The psychology of death and dying

1. Death is the final stage of life
2. The grief response - stages of death
3. Telling children about death and dying

### B. Moral issues

1. Euthanasia - medical, legal, ethical dilemmas
2. Suicide - causes and prevention
3. Abortion
4. Capital punishment

### C. Alternatives to the handling of grief

1. Traditional funeral customs and costs in the United States and other places
2. Preplanning and memorial societies
3. Cremation and donation

### D. When society loses a member

1. Taxes and wills
2. Life insurance and benefits

GRADED COURSE OF STUDY

OVERVIEW OF OBJECTIVES

MARRIAGE AND THE FAMILY

## COURSE OF STUDY

### OVERVIEW OF OBJECTIVES

#### Marriage and the Family

##### I. Instructional Objectives

- A. Define and compare the implications of the traditional and experimental marriage structures used in our society in the past and in the present
- B. Analyze various child-raising and discipline approaches advocated by psychologists and child-specialists
- C. Point out the influence of male and female roles in the marriage-family setting and state the impact of these changing roles in a liberated society
- D. Compile a list of laws dealing with divorce and discuss them in light of each partner's responsibilities to the children and each other
- E. Discuss the controversial problems involved in premarital dating and teenage relationships and marriage

##### II. Concept Objectives

- A. History
  - 1. Change:  
Historical events have an effect on the changing role of the family
  - 2. Continuity:  
The family is the basic unit for the transfer of knowledge
  - 3. Cause and effect:  
Individual problems may affect both the family and the community
- B. Economics
  - 1. Scarcity:  
The family must determine its economic desires within its economic limitations
  - 2. Specialization:  
Specialization has affected the role of the family as an institution
  - 3. Price:  
The family has many roles to play in the American economy, as consumer, producer, and investor
  - 4. Economic alternatives:  
The general concepts of economic alternatives can be applied to the needs and desires of the individual family
  - 5. Business cycles:  
The fluctuating business cycle affects the familys' income
- C. Political science
  - 1. Law:  
Within a family, regulations are established to provide a secure course of interaction among members of the family and with the outside world

## Marriage and the Family

2. Power:  
Ideally, responsibility for decisions and actions of a family are shared
3. Philosophy-ideology:  
Families adopt a code of behavior which usually is consistent with the values found in other institutions of society
4. Democracy:  
Ideally, the family should arrive at decisions through mutual objectives and understanding
5. Citizenship:  
The family serves as a nucleus for citizenship development
6. Interdependence:  
The family is a part of the institutional interdependence within society

### D. Behavioral sciences

1. Personality:  
Each member of the family is a unique individual
2. Basic needs:  
The family is a major institution for molding one's view point on practically all important issues of life, including habits of obedience through rules and authority
3. Institutions:  
The American family is an institution which is in continual flux
4. Cultural universals:  
The American family contributes to the stability of our society and aids in the socialization of children
5. Socialization and social control:  
The family's role in the process of socialization is undergoing change
6. Cultural and social change:  
There is an interchange of influence between the family and society in the area of cultural and social change

### E. Philosophy

1. Values and beliefs:  
Changes in values and beliefs in a modern society may seriously affect family life
2. Morality:  
The family has the primary responsibility in moral teachings
3. Ethical variants:  
Consistent (even if different) morality in individuals within a family may be acceptable
4. Selection:  
The family should encourage the moral development of its members
5. Changing morality:  
The family in our society has an important role in moral change; as an important primary institution, it is the first line of judgement in the acceptance or rejection of any change

## Marriage and the Family

### III. Content Outline

- A. The family structure
  - 1. Historical look at the families roles in society
  - 2. The nuclear and extended families
  - 3. The communicable arrangement
  - 4. Single parent families and their impact in America today
  - 5. Premarital dating and teenage marriages
- B. Child-rearing and discipline
  - 1. The economic problems of family living
  - 2. The Spock generation
  - 3. TV, babysitters, and the working mother
  - 4. Child abuse in society
- C. Male and female role modeling
  - 1. Career and the family
  - 2. Women's liberation
  - 3. Postponing the children
- D. Marriage and the law
  - 1. Legal problems of divorce
  - 2. Psychological problems of separation
  - 3. Adoption and reattachment
  - 4. Yours, mine, and ours

GRADED COURSE OF STUDY

OVERVIEW OF OBJECTIVES

EUROPEAN HISTORY

## COURSE OF STUDY

### OVERVIEW OF OBJECTIVES

#### European History

A one year course for advanced students offering one unit of credit. This course enables the student to take the Advance Placement test in May and to receive college credit and/or placement

#### I. Instructional Objectives

- A. The student is to become familiar with the development of Western civilization from the Renaissance to the present
- B. The student is to understand and analyze the major ideas, ideologies and systems that have developed in modern Western civilizations
- C. The student should develop an understanding and sympathy for the following values and their development in modern history:
  - 1. An appreciation of the worth of the individual and the dignity of all humans
  - 2. An understanding of other times, places, and people
  - 3. An understanding of the similarity of problems past and present and the successes and failures of early civilizations to solve these problems
- D. The student is to develop the skills necessary for historical scholarship
  - 1. The ability to determine the importance of issues, events, conditions, and institutions and emphasize those of major significance
  - 2. The ability to think critically in dealing with controversial questions
  - 3. The writing skills needed for writing history; factual accuracy clarity, logical organization, and effectiveness of expression
  - 4. Skill in historical thinking, writing, and interpretation

#### II. Concept Objectives

- A. History
  - 1. Change:  
People and institutions must be flexible and adaptable to circumstances or they may decline and possibly be destroyed
  - 2. Cause and effect:  
Change can bring a country to a position of leadership, decline, or destruction
  - 3. Historical interpretation:  
Each impression of an event is influenced by the experience and culture of the observer, and therefore, facts may often be interpreted in more than one way
- B. Geography
  - 1. Maps:  
The study of maps is necessary to understand various world situations

## European History

2. Region:  
Cultural regions have developed out of long continued appraisal and human occupancy of uniquely endowed areas
  3. Linkage:  
Linkages among cultural areas accelerate due to technological developments. However, industrial development takes place at an uneven rate due to cultural traits, history, and the nature of the available natural resources
  4. New geographies:  
People must consider the problems of conserving the earth's resources and living in harmony with their environment
- C. Economics
1. Scarcity:  
Democratic and totalitarian states attempt to ease the problems of economic scarcity by diverse methods
  2. Specialization:  
A country will tend to economically specialize in using its more abundant and, therefore, cheaper resources
  3. Price:  
Money and banking systems have had a profound effect on all modern history
  4. Business cycles:  
Various factors have, historically, contributed to business cycles and a variety of methods have been attempted to control them
- D. Political science
1. Law:  
Nations differ in the methods of developing and enforcing their laws
  2. Philosophy-ideology:  
Governments providing for a peaceful change of leadership are usually more successful than those resorting to violence
  3. Democracy:  
The origins of democratic concepts can be found in Western Europe. However, democracies differ in the separation of powers and the division of authority
  4. Interdependence:  
International cooperation is necessary to cope with the complex problems facing the world
- E. Behavioral sciences
1. Institutions:  
The development of modern Europe is characterized by a great diversity in cultural patterns
  2. Cultural universals:  
Different societies have different attitudes and values toward the rights of the individual, as against the rights and authority of the state
  3. Socialization and social control:  
As societies grow more complex, their laws and institutions become more complex and numerous

## European History

4. Cultural and social change:  
Societies use political principles and methods established by earlier cultures and modify them to fit their needs

### III. Content Outline

- A. Classical and medieval background
  1. The political, philosophical and cultural heritage of the classical Greco-Roman civilization
  2. The causes for the decline and fall of classical civilizations
  3. The major political and social development of the medieval period, especially the development of feudalism
  4. The role of the Church in medieval life
  5. The development of Romanesque and Gothic art, architecture, and culture
- B. The Renaissance and Reformation
  1. The causes of the Italian Renaissance
  2. Humanism and cult of antiquity
  3. The artistic achievements of the Italian Renaissance
  4. Politics and the Italian Renaissance
  5. The Renaissance outside of Italy
  6. The development of the new monarchies
  7. The causes of the Protestant Reformation
  8. The characteristics of the Protestant Churches
    - a. Martin Luther
    - b. Ulrich Zwingli
    - c. John Calvin and John Knox
    - d. Church of England
- C. Economic developments and religious wars to 1648
  1. The period of discovery
  2. The Commercial Revolution
    - a. Capitalism
    - b. Mercantilism
  3. Changing social structure of Europe in the sixteenth and seventeenth centuries
  4. The power of Spain and its decline
  5. France's disunity and reconstruction
  6.
    - a. Henry IV's achievements
    - b. The Peace of Westphalia
    - c. The effects of the Thirty Years War
- D. The Age of Louis XIV
  1. The development of parliamentary government in England
    - a. The struggle between the early Stuarts and Parliament
    - b. The Puritan Revolt, Civil War, and the rule of Cromwell
    - c. The Restoration
    - d. The Glorious Revolution

## European History

2. France under Louis XIV
  - a. Absolute monarchy
  - b. Economic and religious policies
  - c. Cultural developments under Louis XIV
  - d. The wars of expansion and the Treaty of Utrecht
  - e. The development of the balance of power concept
- E. Eastern Europe, economic change, and diplomacy in the seventeenth and eighteenth centuries
  1. Disintegration of three empires
    - a. Holy Roman Empire
    - b. Poland
    - c. Ottoman Empire
  2. The emergence of three empires
    - a. The Austrian monarchy through 1740
    - b. The formation of Prussia
    - c. The westernization of Russia
  3. The partitions of Poland
  4. The global economy of the eighteenth century
    - a. The global trade
    - b. The social effects of the new economy
    - c. The political and economic developments of the first half of the eighteenth century
  5. Wars and diplomacy
    - a. The War of the Austrian Succession
    - b. The Diplomatic Revolution of 1756
    - c. The Seven Years War
    - d. The peace settlements of 1763
- F. The Age of the Enlightenment
  1. The scientific progress of the seventeenth and eighteenth centuries
    - a. Francis Bacon
    - b. Descartes
    - c. Copernicus
    - d. Galileo
    - e. Newton
    - f. The effects of the scientific revolution
  2. The new knowledge of man and society
  3. The doctrine of natural law
    - a. Hobbes
    - b. Locke
  4. The philosophes
    - a. Montesquieu
    - b. Voltaire
    - c. Rousseau
    - d. Minor philosophes
  5. Economic thought
    - a. Physiocrats
    - b. Adam Smith
    - c. Malthus
    - d. Ricardo

## European History

6. Enlightened despotism
    - a. France
    - b. Austria
    - c. Prussia
    - d. Russia
  7. The British reform movement
  8. a. Internal reforms
  - b. Scotland, Ireland, and India
  8. The American Revolution
  9. Cultural achievements of the eighteenth century
- G. The French Revolution and the Napoleonic Era
1. Background
    - a. Old Regime: The Three Estates
    - b. The agrarian system
    - c. The financial crisis
  2. The early stages of the revolution
    - a. The formation of the National Assembly
    - b. The achievements of the National Assembly
    - c. The constitutional developments
    - d. New economic policies
    - e. The quarrel with the Church
  3. Relations with Europe
    - a. The reaction of the European monarchies
    - b. Reactions to foreign intervention
    - c. The National Convention
    - d. The Reign of Terror
  4. The Thermidorian Reaction and the Directory
  5. The Napoleonic Era
    - a. The Coup d'Etat of 1799
    - b. The Consulate, 1799 - 1804
    - c. The formation of the Continental System
    - d. European conquests
    - e. The Napoleonic Empire
    - f. British resistance to Napoleon and the Continental System
    - g. National movements against Napoleon
  6. The Congress of Vienna, 1814 - 1815
  7. The Hundred Days and their aftermath
- H. Reaction vs. progress, 1815 - 1848
1. The Industrial Revolution
    - a. Economic consequences
    - b. Social consequences
  2. The rise of the "isms"
    - a. Romanticism
    - b. Classical liberalism
    - c. Radicalism
    - d. Republicanism
    - e. Socialism
    - f. Nationalism
    - g. Unionism

## European History

- h. Chartism
- i. Marxism
- 3. Conservative reaction
  - a. France
  - b. German states
  - c. Britain
  - d. Russia
- 4. The end of the Concert of Europe
- 5. The revolutions of 1830 - 1832
  - a. France: the July Revolution
  - b. Belgium, Poland, and elsewhere
- 6. Reforms in Great Britain in the 1830's
- 7. The triumph of the West-European bourgeoisie
- 8. The revolutions of 1848
  - a. The February and June Revolutions in Paris and the emergence of Louis Napoleon Bonaparte
  - b. Revolts in the Austrian Empire and Italy
  - c. The Berlin revolt and the Prussian Constitution
  - d. The Frankfurt Assembly
  - e. Rise of Marxism
- I. The consolidation of the large nation-states, 1849 - 1871
  - 1. Background: the idea of the nation-state
  - 2. The Second French Empire, 1852 - 1870
  - 3. The Unification of Italy
    - a. The program of Cavour
    - b. Problems after unification
  - 4. The founding of the German Empire
    - a. Prussia in the 1860's - Bismarck
    - b. Bismarck's wars
    - c. North German Confederation
    - d. Franco-Prussian War
    - e. The German Empire
  - 5. The Dual Monarchy of Austria-Hungary
  - 6. The liberalization in tsarist Russia
    - a. Emancipation Act of 1861 and other reforms
    - b. Revolutionary movements in Russia
  - 7. The Civil War in the United States
  - 8. The Founding of the Dominion of Canada
  - 9. The opening and westernization of Japan
- J. European civilization and supremacy, 1871 - 1914
  - 1. The zones of civilization
  - 2. Demography: the increase of Europeans
    - a. Urbanization
    - b. Migration
  - 3. The world economy of the late nineteenth century
    - a. The new industrial revolution
    - b. Free trade and the balance of payments
    - c. The export of European capital

## European History

4. The Third Republic of France
  5. Great Britain
    - a. Reforms
    - b. Political liberalism
    - c. The Irish question
  6. The German Empire
  7. The advance of democracy, socialism, and labor unions
  8. The nature and causes of the new imperialism
  9. The entrance of United States' imperialism
  10. The Ottoman Empire in the latter half of the nineteenth century
  11. The partition of Africa
  12. Imperialism in Asia: the Dutch, British, and Russians
  13. Imperialism in China
  14. The Russo-Japanese War
- K. Nineteenth and twentieth century intellectual and cultural achievements
1. Romanticism: Burke and Kant
  2. Hegel
  3. The impact of Karl Marx
  4. Darwin and his impact
  5. Nietzsche
  6. Freud and his impact
  7. Einstein and relativity
  8. Existentialism
  9. Other philosophic developments
  10. Neo-classic, romantic and realistic trends in art, architecture, music, and literature
  11. Impression, expressionism, abstraction and other developments in art, music, and literature
  12. Religion in the last two centuries
- L. The First World War and its peace treaties
1. Background
    - a. Rival alliances
    - b. Crises in Morocco and the Balkans
    - c. Economic, colonial, and military competition
  2. The outbreak of the war: who was responsible?
  3. World War I
    - a. Trench warfare
    - b. Naval warfare
    - c. The entrance of the United States and withdrawal of Russia
    - d. The collapse of the Austrian and German Empires
    - e. The social and economic impact of the war
  4. The Peace of Paris, 1919
    - a. The Fourteen Points and the Treaty of Versailles
    - b. The significance of the Paris Peace Settlement
  5. The background of the Russian Revolution
    - a. The reactionary regimes of Alexander III and Nicholas II
    - b. The emergence of revolutionary parties
    - c. The Revolution of 1905
    - d. The Stolypin Reforms

## European History

6. The Russian Revolutions of 1917
  - a. The March Revolution
  - b. The Bolshevik Revolution
  - c. The role of Lenin and Trotsky
7. Civil War and War Communism in Russia
- M. The World of the 1920's
  1. The formation of the U.S.S.R.
    - a. The government of the U.S.S.R.
    - b. The role of the Communist Party
  2. New Economic Policy
  3. Stalin's Five Year Plans and purges
  4. The international impact of communism, 1919 - 1939
  5. The gains of democracy after 1919
  6. The German (Weimar) Republic
  7. Revolts in Asia
    - a. Turkey: Kemal Ataturk
    - b. India: Gandhi and Nehru
    - c. China: Sun Yat-sen and Chiang Kai-shek
    - d. Japan: militarism and aggression
  8. The prosperity of the 1920's
  9. The causes of the Great Depression
  10. Reaction of the Great Depression
    - a. The United States and the New Deal
    - b. Britain and the British Commonwealth
    - c. French reaction of the Depression
- N. Fascism, Nazism, and World War II
  1. The nature of Italian fascism
  2. The rise of Adolph Hitler
  3. The Nazi Regime
  4. Nazi and fascist aggression
  5. The Spanish Civil War
  6. The Munich Crisis
  7. The attack on Poland
  8. World War II
    - a. Years of Axis success
    - b. Final allied victory
  9. The diplomacy of the war
- O. The world since 1945
  1. ~~The Cold War and the recovery of Western Europe~~
  2. The Communist World
    - a. Eastern Europe and the Soviet Union from 1945 - 1953
    - b. The Soviet Union after Stalin
    - c. Eastern Europe after Stalin
  3. The end of empires and the creation of new nations
    - a. Asia: the end of the British, Dutch, and French empires
    - b. Arab states and Israel
    - c. France in North Africa: the Algerian War
    - d. Sub-Saharan Africa: the end of European rule

## European History

4. The democratic nations since 1945
  - a. The United States
  - b. Great Britain
  - c. The Fourth and Fifth Republics of France
  - d. Germany
  - e. Japan
  - f. Italy
  - g. Spain and Portugal
5. Crises, clashes, and coexistence
  - a. The Korean War
  - b. The Vietnam War
  - c. Nuclear arms race and the danger of nuclear proliferation
  - d. Detente
  - e. Current problems: economic, pollution, energy, and natural resources
  - f. The "Third World"

GRADED COURSE OF STUDY

OVERVIEW OF OBJECTIVES

THE INDIVIDUAL AND SOCIETY

## COURSE OF STUDY

### OVERVIEW OF OBJECTIVES

#### The Individual and Society

A one year course offered as an elective, primarily for seniors, but open to all students interested in furthering their knowledge of social, political, and economic issues within the context of American society

#### I. Instructional Objectives

- A. The student is to gain a knowledge of current social problems in the United States
- B. The student is to improve upon his/her basic oral and written communication skills
- C. The student is to further develop the skills needed to be informed through critical thinking and simulation exercises
- D. The student is to develop an appreciation of his/her own individual worth and progressing maturity as it is applied to the learned sociological materials
- E. The student is to develop a values-oriented approach based on reasoned knowledge as it unfolds throughout the course
- F. The student is to develop an understanding of the application of sociological concepts and social problems to daily current events and the contemporary scene
- G. The student is to gain a better knowledge of both Canada's and the Soviet Union's institutions and social problems

#### II. Concept Objectives

- A. History
  1. Change:  
People and institutions must be flexible and adaptable to circumstances or face possible destruction
  2. Continuity:  
The development of social, political, and economic institutions is always influenced by what has gone before
  3. Cause and effect:  
The family and society are affected by the problems of individuals within these social groups
- B. Economics
  1. Scarcity:  
Despite an apparent abundance in America today, conflicts do exist over the scarcity of goods and producers

## The Individual and Society

2. Specialization:  
Geographical, occupational, and technological specialization are the results of our desire to produce more, better, and faster
  3. Price:  
Many factors, such as specialization, interdependence, and market size, affect prices. The family has many roles to play in the American economy, such as producer, consumer, and behavior
  4. Economic alternatives:  
All societies, and members, thereof, must make decisions determining the use of land, labor, management, capital, production, and distribution
  5. Business cycles:  
The business cycle affects all of society's institutions and its members
- C. Political science
1. Law:  
Within an institution, regulations are established to provide a course of interaction among its members
  2. Philosophy-ideology:  
Individuals adopt a code of behavior which usually is consistent with the values of the institutions
  3. Democracy:  
Some of society's institutions permit some democratic ideals to be utilized, while others operate in a more dictatorial manner
  4. Citizenship:  
Individuals and the institutions of society serve as a nucleus for citizenship and action
  5. Interdependence:  
Institutional interdependence is basic to our society
- D. Behavioral sciences
1. Personality:  
Every individual is unique in his/her appearance and behavior, in the image he/she projects and in his/her self-image
  2. Basic needs:  
We are social creatures and our basic psychological, sociological, and psychological needs and wants motivate our behavior
  3. Institutions:  
Humans establish their social institutions which facilitate the satisfaction of their needs and wants
  4. Cultural universals:  
Human nature is basically similar throughout the world. However, humans take on the characteristics of their culture as they acquire its values, knowledge, and skills. They, in turn, modify that culture through their contributions
  5. Socialization and social control:  
Individuals learn accepted ways of perceiving, thinking, and behaving from their cultures. Social control is the means by which the culture enhances adjustment

## The Individual and Society

6. Cultural and social change:  
Individuals and institutions can produce change and are affected by change

### E. Philosophy

1. Values and beliefs:  
People, individually and in groups, establish, maintain and change a complicated system of values and beliefs
2. Morality:  
Concepts of right and wrong evolve from individual creativity and through social institutions such as the family, religion, and educational systems
3. Ethical variants:  
Conflicts and frustrations result from differences in ethical beliefs
4. Selection:  
In some situations, individuals have a measure of freedom of choice, while in others, a code of behavior is imposed by institutions or authority forces
5. Changing morality:  
As ethics change there may be interaction and conflict between and among individuals and institutions

## III. Content Outline

- A. Introduction to current social problems
  1. Gathering information about controversial issues
  2. How public opinion is formed
  3. Dealing with social problems in a democracy
- B. Problems of youth in our society
  1. Youth culture
  2. Problems of individuality and conformity
- C. Problems of the family in our society
  1. Functions and organization of the family
  2. Changes in family life today
  3. The future of the family
  4. The changing woman in the family and society
- D. Economic problems in our society
  1. Taxes
  2. Inflation
  3. Depression and poverty
- E. Problems of health in our society
  1. Why isn't the wealthiest nation the healthiest?
  2. Drug abuse
  3. Consumer protection

## The Individual and Society

- F. Minorities within our society
  - 1. Prejudice and discrimination
  - 2. Hispanic-Americans
    - a. Mexican-Americans
    - b. Puerto Ricans
  - 3. Black Americans
  - 4. American Indians
  - 5. Oriental-Americans
- G. Problems of criminal justice in our society
  - 1. The rising tide of crime
  - 2. The police
  - 3. The courts
  - 4. Corrections
- H. Problems of dissent in our society
  - 1. Dissent in United States history
  - 2. How much dissent in a democracy?
  - 3. Civil disobedience
- I. Problems of world affairs in our society
  - 1. Balance of power politics
  - 2. The problem of war
  - 3. Oil, energy, and foreign policy
  - 4. The citizen's role in world affairs
- J. Comparative societies - case studies
  - 1. Canada
    - a. Social institutions
    - b. Social problems
  - 2. The Soviet Union
    - a. Social institutions
    - b. Social problems

GRADED COURSE OF STUDY

SECONDARY SCHOOL SOCIAL STUDIES COURSES

SCOPE AND SEQUENCE

# SECONDARY SCHOOL SOCIAL STUDIES COURSES

## SCOPE AND SEQUENCE

| Ninth Grade                                                                                                                                    | Tenth Grade                                                                                                                                                                                                                                                                                                | Eleventh Grade                                                                                                                                                                                     | Twelfth Grade                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Social Problems<br/>(Elective)</p> <p>World History<br/>(Elective - may<br/>also be taken in<br/>tenth, eleventh,<br/>or twelfth grade)</p> | <p>World Problems<br/>(Elective - may<br/>also be taken in<br/>eleventh or twelfth<br/>grade)</p> <p>Contemporary<br/>Non-Western Cultures<br/>(Elective - may also<br/>be taken in eleventh<br/>or twelfth grade)</p> <p>American History I<br/>(Honors) - (Required<br/>for all Honors<br/>students)</p> | <p>American History II<br/>Advanced Placement<br/>(Required for Honors<br/>students)</p> <p>American History<br/>(Required for all<br/>eleventh grade<br/>students except<br/>Honors students)</p> | <p>American Government<br/>(Required for one<br/>semester)<br/>PLUS<br/>Humanities<br/>OR<br/>Economics<br/>OR<br/>Psychology<br/>OR<br/>Social Institutions<br/>OR<br/>Contemporary America<br/>OR<br/>two of the following:<br/>Crime &amp; Prisons<br/>Death &amp; Dying<br/>Marriage &amp; the Family</p> <p>European History<br/>(Elective)</p> <p>The Individual<br/>and Society<br/>(Elective)</p> |

## GRADED COURSE OF STUDY

### SOCIAL STUDIES

#### EVALUATION

The Euclid City Schools look upon evaluation as the way of determining the extent to which objectives have been achieved. Effective evaluation of the social studies is always going on in our classrooms from kindergarten through grade twelve.

Constant and continuous appraisals are necessary to good teaching. Results are then used to plan subsequent teaching/learning experiences. Forms of evaluation, where appropriate, include the following:

1. Class discussions
2. Written assignments
3. Oral reports
4. Teacher constructed tests, both objective and essay
5. Student journal/logs
6. Panel discussions
7. Term papers
8. Study sheets based on reading assignments
9. Textbook quizzes
10. Advance Placement Tests
11. System-wide evaluation of the social studies program
12. Post-graduate follow-up of the social studies program